

Donaldson's School

Success Through Communication

Equalities Report April 2017

"In an environment of inclusive communication, Donaldson's aims to provide a broad and balanced curriculum which promotes each pupil's educational, physical, social and emotional development in preparation for life."

www.donaldsons.org.uk

Background

The public sector equality duty requires equality to be considered in all of the functions of a public body including decision-making, the design of internal and external policies, the delivery of services and to keep these issues under review. This act replaces the previous equality duties (the Race Equality Duty, the Disability Equality Duty and the Gender Equality Duty).

For Donaldson's the principal of the duty cover:

The protected characteristics of age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, marriage and civil partnerships

Taking proactive and organised steps to tackle "institutional discrimination" and focus on organisational change (it is likely that any discrimination is entirely unintentional and totally unnoticed).

What we must consider (the three needs):

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited practices
- Promote equality of opportunity for all by:
 - Removing or minimising disadvantage suffered due to protected characteristics, where these are different from the needs of other people
 - Encouraging people with certain protected characteristic to participate in activities where their participation is disproportionately low
- Foster good relations between people who share a protected characteristic and those who do not

What We Need To Do

Stage 1 – Identify the current status

- Gather, assess and use employee data
- Assess and review our policies and practices
- Consider criteria and conditions used in procurement of services

Stage 2 – Report on findings

- Publish a mainstream report that is accessible to the public covering:
 - Our priorities for action from Stage 1 (including equality aims/outcomes with supporting involvement of relevant parties and evidence)
- Continually review and monitor the report and produce an update (every two years) covering our progress towards equality outcomes.

How We Will Do This

- **Knowledge:** all employees are aware of the general equality duty requirements. This involves “a conscious approach and state of mind” and decision makers should be aware of the implications of the equality duty when making decisions about policies and practices.
- **Timeless:** we must consider the duty before and at the time that a policy is under review and a decision is taken. We cannot satisfy the duty by justifying a decision after it has been taken.
- **Meaningful consideration:** consideration of the three needs must form an integral part of our decision-making process. This must be carried out with rigour and with an open mind to influence the final decision.
- **Sufficient information:** decision-makers must consider what information they have as well as what information might be needed to give proper consideration to the duty
- **Review:** we must have regard to the needs of the duty when policies are implemented and reviewed. The duty is a continuing duty
- **Non-delegation:** anyone exercising public functions on our behalf is required to meet the duty. The duty rests with us even if we have delegated any functions to another.

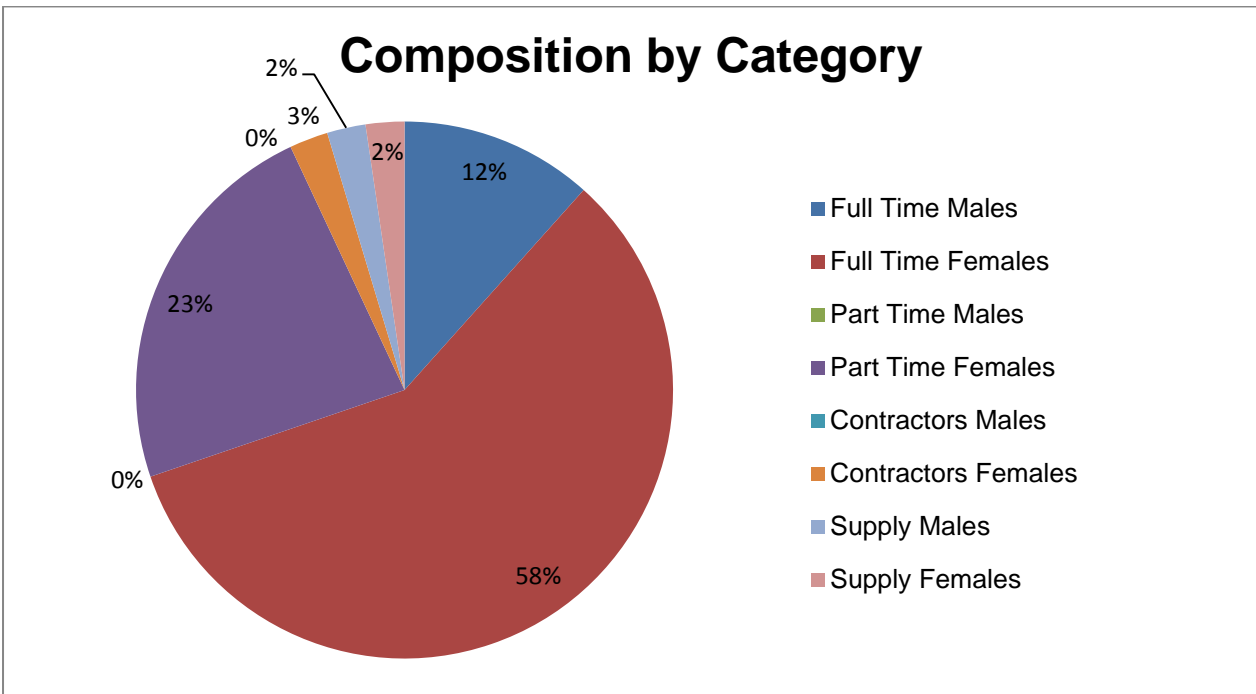
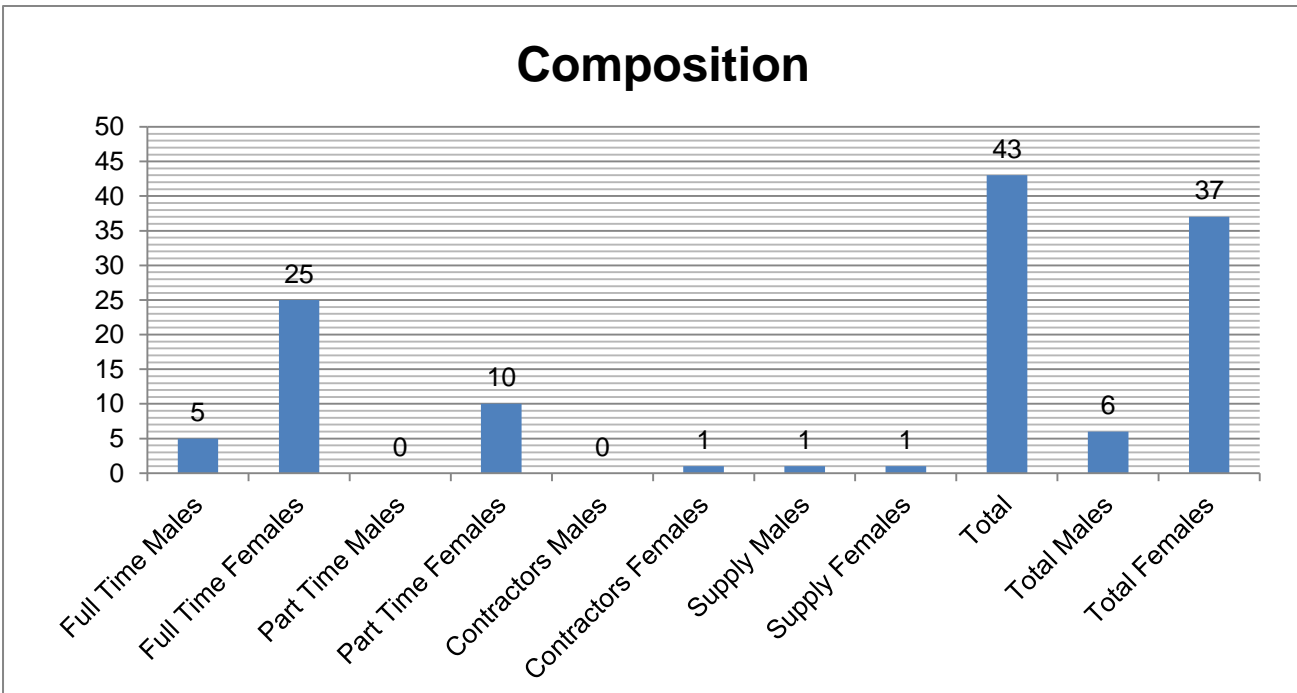
Who needs to be Aware of Our Obligations?

Whilst not an exhaustive list, for Donaldson’s School this could include:

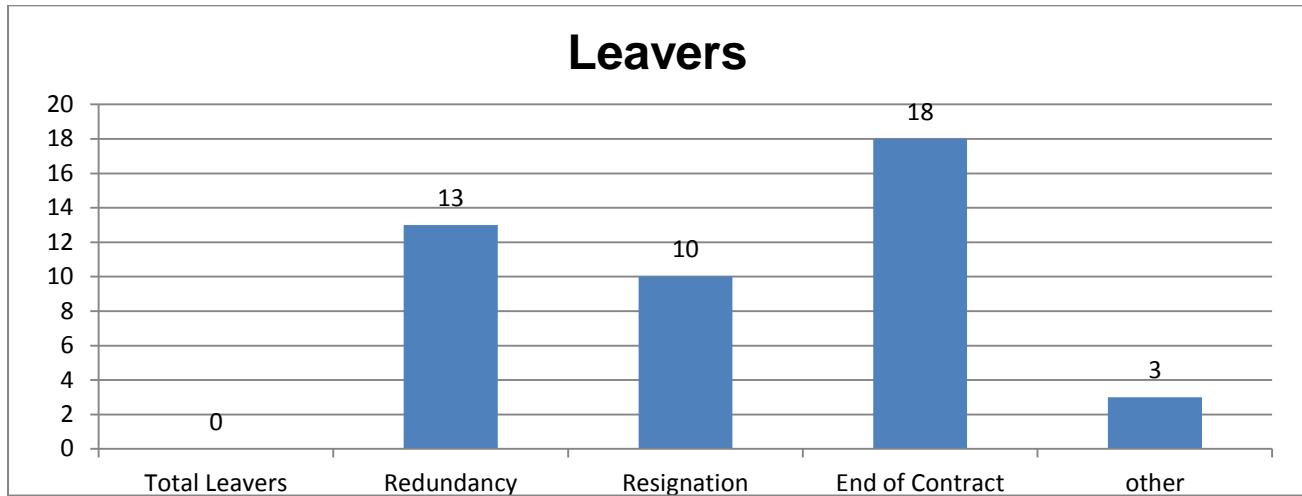
- Board members – in how they ensure good governance and comply as a group with the duty
- Senior managers – in how they oversee the design, delivery, quality and effectiveness of our functions
- Human resources – in how they build equality considerations into employment policies and procedures including review and evaluation
- Policy makers – in how they build equality considerations into all stages of the policy making process including review and evaluation
- Front line staff – in how they meet the needs of people from equality groups, including the teaching of the principles of equality
- Communication staff – in how they ensure relevant equality information is available and accessible
- Pupils – in how they are made aware of the principles of equality and how they can have a voice in such matters pertaining to them
- Parents and carers – in how they are made aware of the principles of equality and how they can have a voice in such matters pertaining to them
- Procurement staff – in how they build equality considerations into the organisation’s relationships with suppliers

Mainstream Report @ 31st March 2017

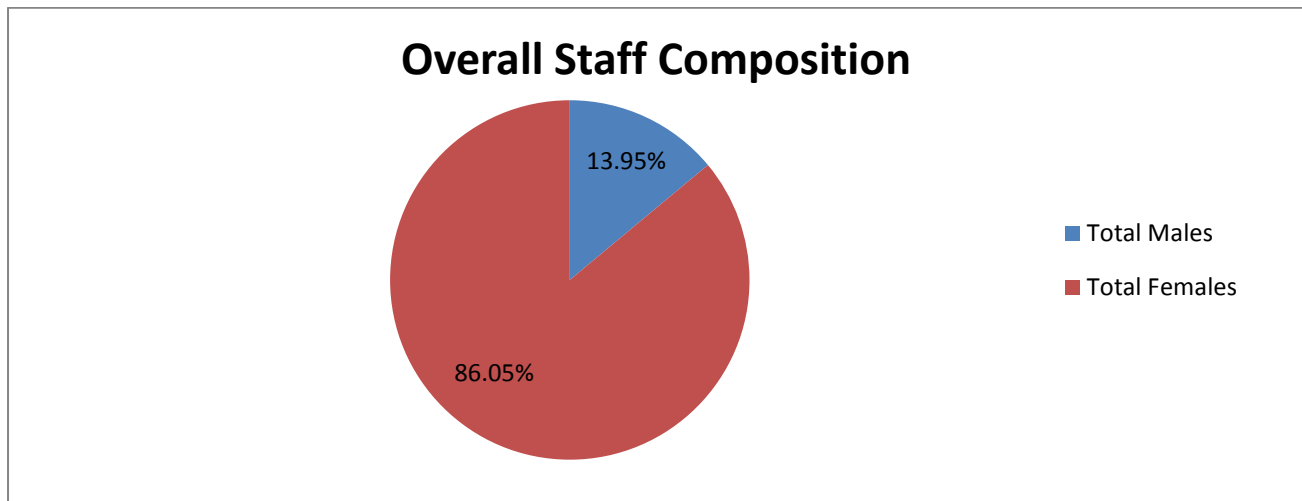
Composition Data and Information



Leavers – 12 months to 31st March 2017



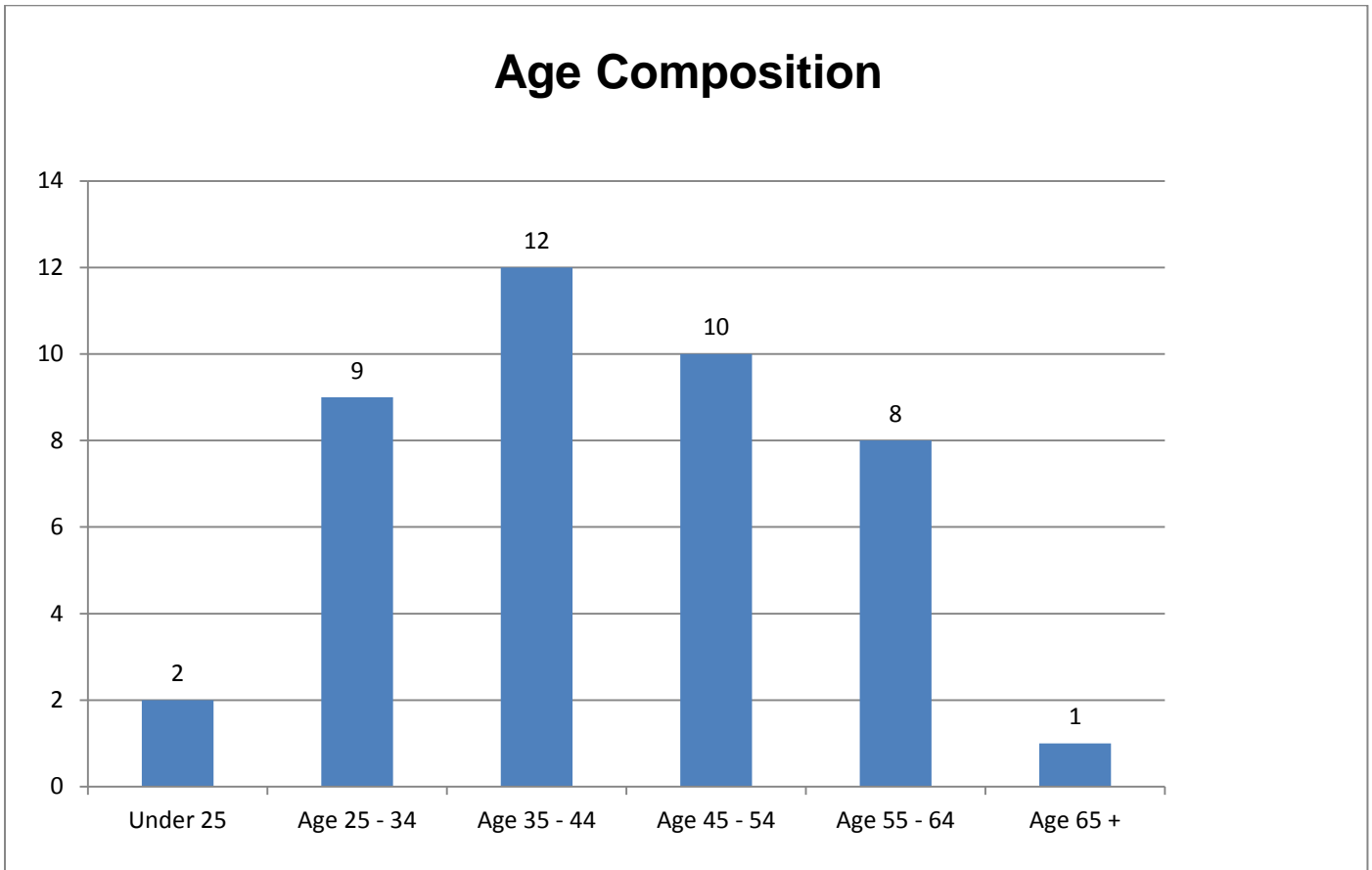
Staff Composition



Current Employees	2013	2015	2017
Male	15%	6.25%	13.95%
Female	85%	93.75%	86.05%

Gender Data (as reported by staff)

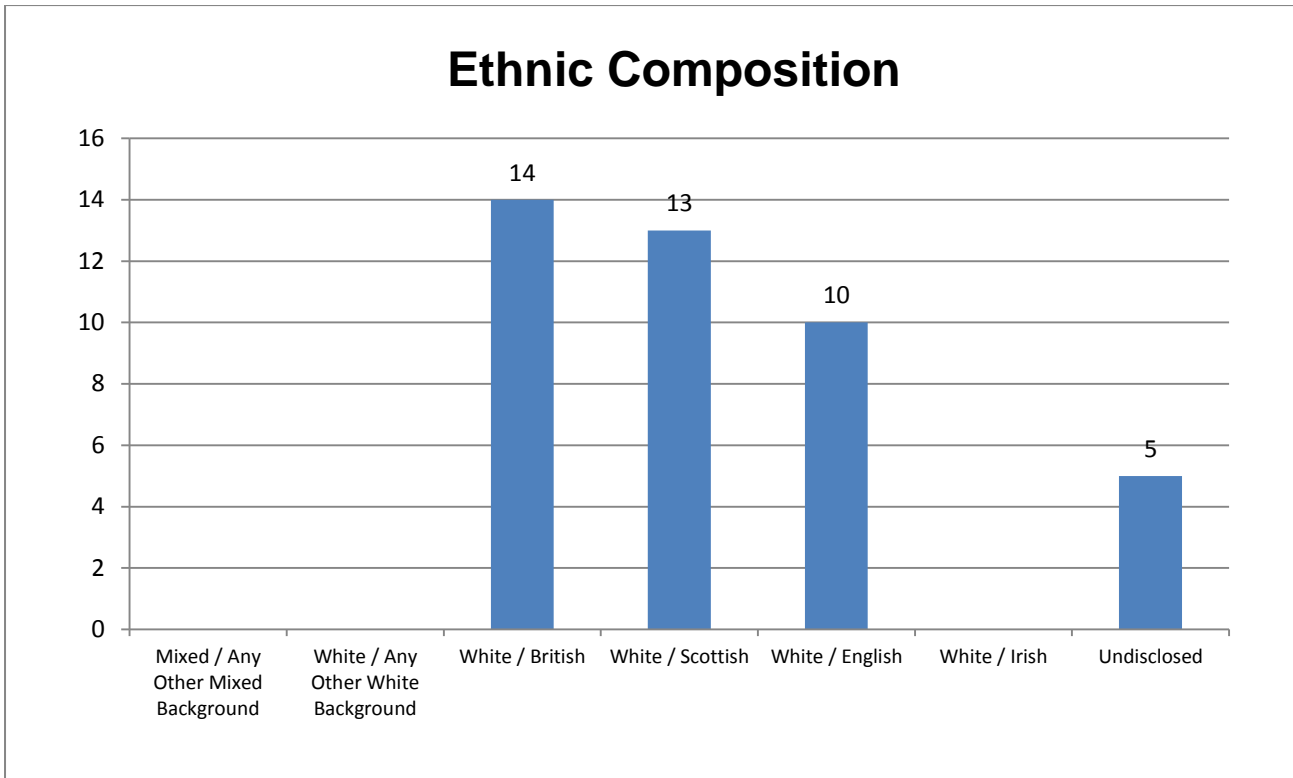
Donaldson gathers information on gender of its employees at time of appointment. The workforce is predominantly female, higher than the suggested average. This however may be explained by its activity (special needs education for children and young people who are deaf or have communication needs). The gender split between male and female within the trust is similar in 2017 to that in 2013. The male % of staff was 15% in 2013, falling to 6.25% in 2015, however has increased to 13.95% in the current year. Donaldson’s will continue to monitor trends and investigate any reasons for the high female to male split by monitoring recruitment data.



<u>Employees</u>	<u>2013</u>	<u>2015</u>	<u>2017</u>
Under 25	4.26%	3.75%	4.76%
Age 25-34	25.53%	30%	21.43%
Age 35-44	21.28%	23.75%	28.58%
Age 45-54	35.10%	26.25%	23.81%
Age 55-64	10.64%	12.5%	19.05%
Age 65+	3.19%	3.75%	2.37%

Age Data (as reported by staff)

Donaldson’s gathers information on age at time of appointment. The age composition of staff at the School suggests a normal distribution curve with non-significant spikes at the entry age (25 – 34) and age 45 – 54. Donaldson’s will continue to follow its recruitment processes monitoring trends and are committed to investigating any out of the ordinary spikes within age data.



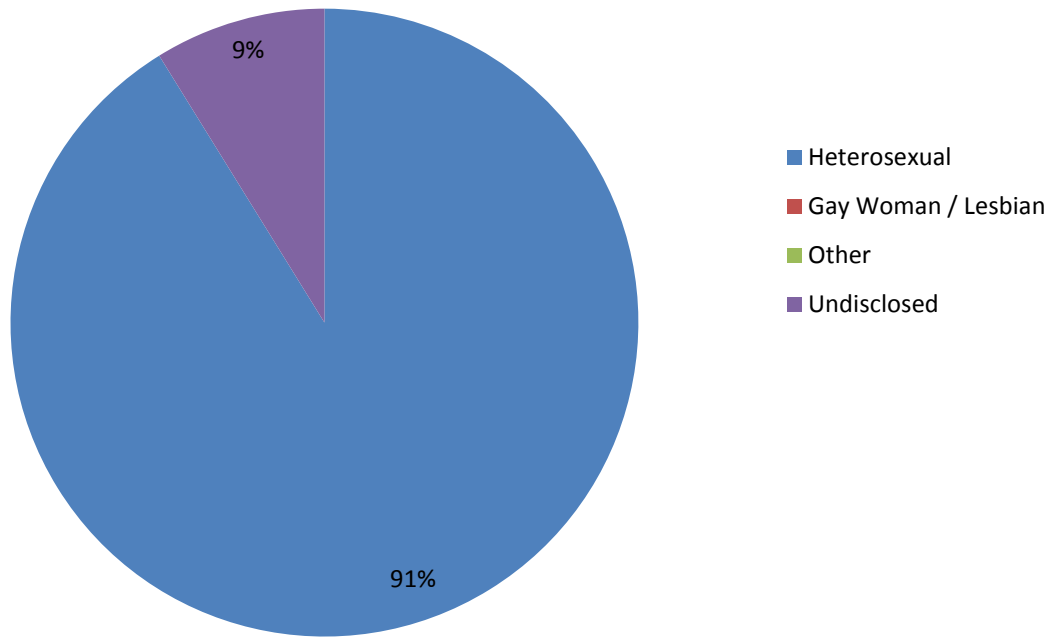
Employees	2013	2015	2017
White British	96%	15%	33%
White Scottish		37.5%	31%
White English		3.75%	24%
White Irish	1%	2.5%	
White any other White background		5%	
Mixed any other Mixed Background		1.25%	
Chinese	1%		
American	2%		
Undisclosed		35%	12%

Ethnicity Data (as reported by staff)

Donaldson’s HR Department records Ethnicity of its employees and can confirm the ethnic composition of the workforce is predominantly white in keeping with the local population data.

The Ethnicity split in previous reporting periods is similarly consistent showing a predominantly white workforce. Donaldson’s will continue to follow its recruitment processes monitoring trends and are committed to further investigating how to increase its employee ethnic composition.

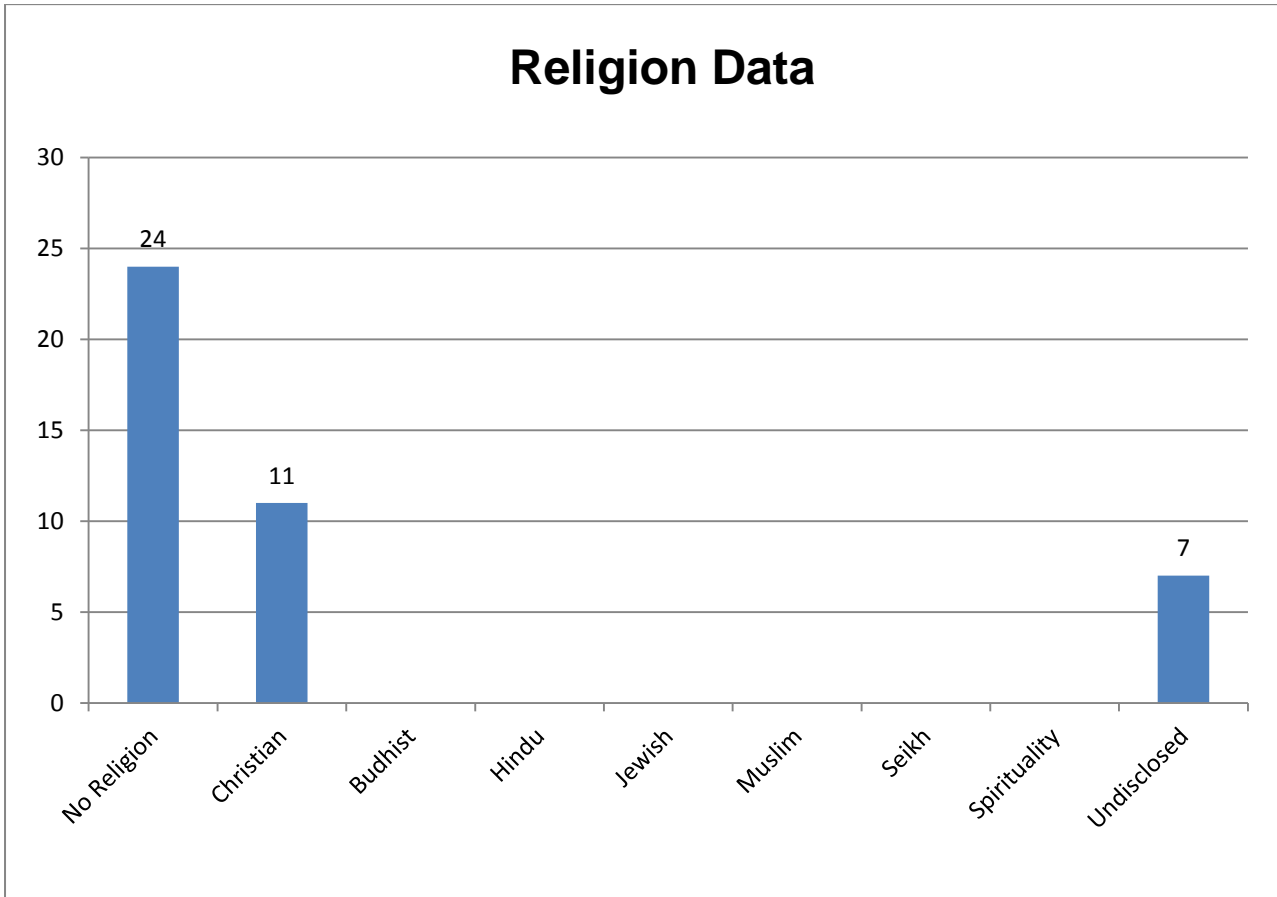
Sexual Orientation Composition



Employees	2013	2015	2017
Heterosexual	97.19%	61%	91%
Gay Man	1.68%	n/a	
Gay Woman	1.13%	3%	
Bisexual		1%	
Undisclosed		35%	9%

Sexual Orientation (as reported by staff)

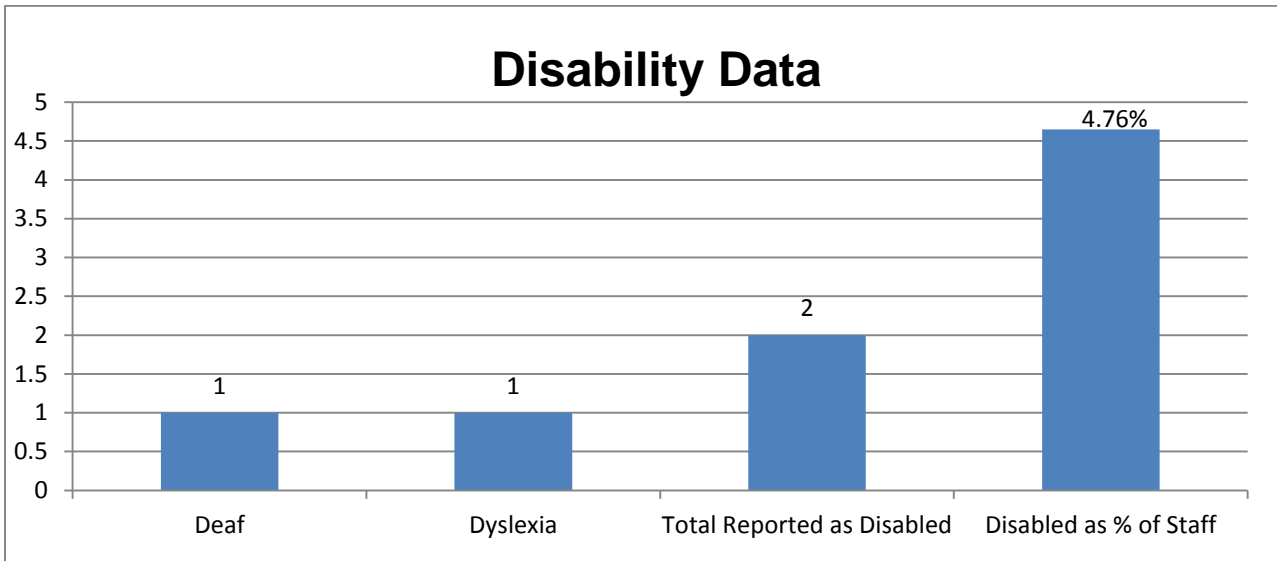
The majority of staff who have declared their sexual orientation are heterosexual, which is comparable with previous year's data gathered by Donaldson's and coincides with job applications from the last 12 months. Donaldson's will continue to follow its recruitment processes monitoring trends and are committed to further investigating how to increase its employee sexual orientation composition.



Employees	2013	2015	2017
No Religion	48.3%	35%	57.14%
Christian	49.4%	28.75%	<u>26.19%</u>
Hindu	0.59%		
Muslim	1.12%		
Other	0.59%		
Spirituality		1.25%	
Undisclosed		35%	16.67%

Religion or Belief Data (as reported by staff)

Donaldson’s Trust HR Department gathers and records Religion or Belief information from its employees. This data shows spikes in staff with either:-no religion or Christian during the full reporting period. The religion or belief split in previous reporting periods is similarly consistent showing a predominantly as No Religion or Christian. Donaldson’s will continue to follow its recruitment processes monitoring trends and are committed to further investigating how to increase its employee religion or belief diversity composition.



	2013	2015	2017
Employees who have declared a Disability	14%	3.75%	4.76%

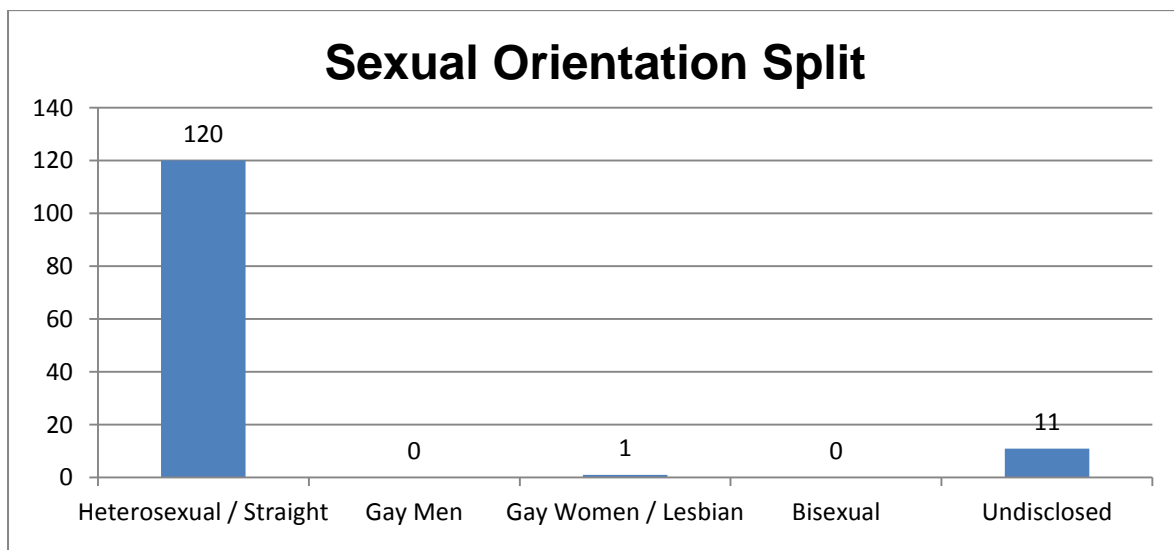
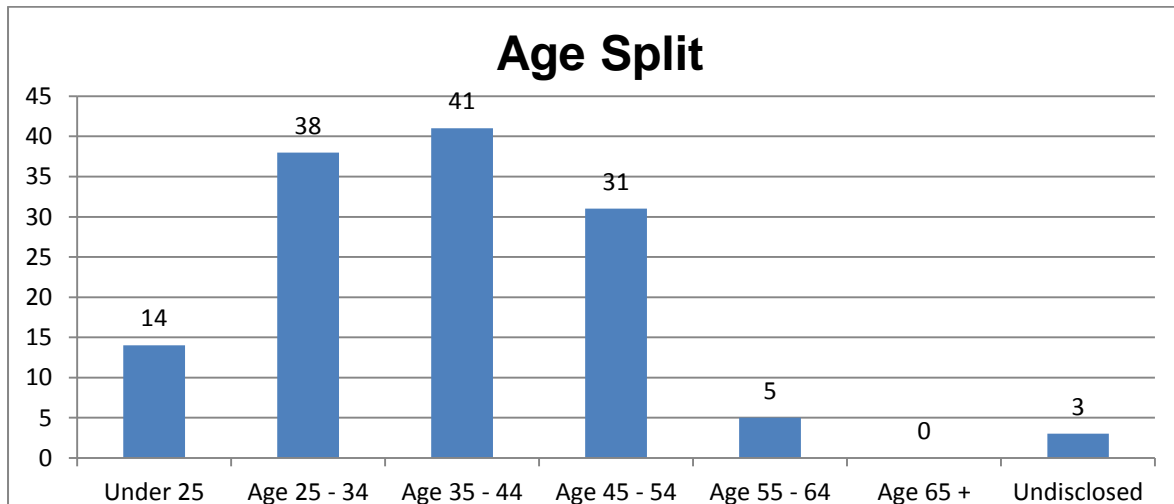
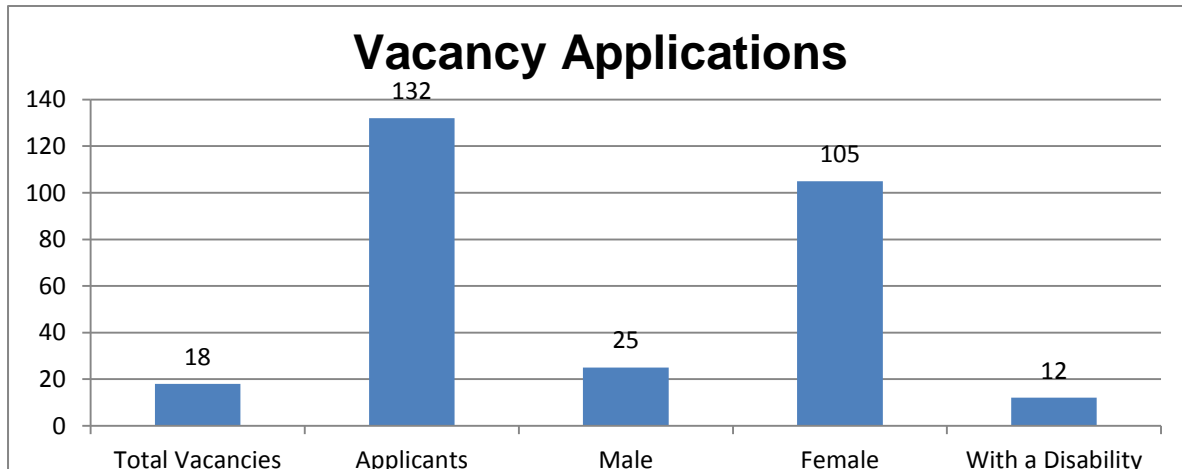
Disability Data (as reported by staff)

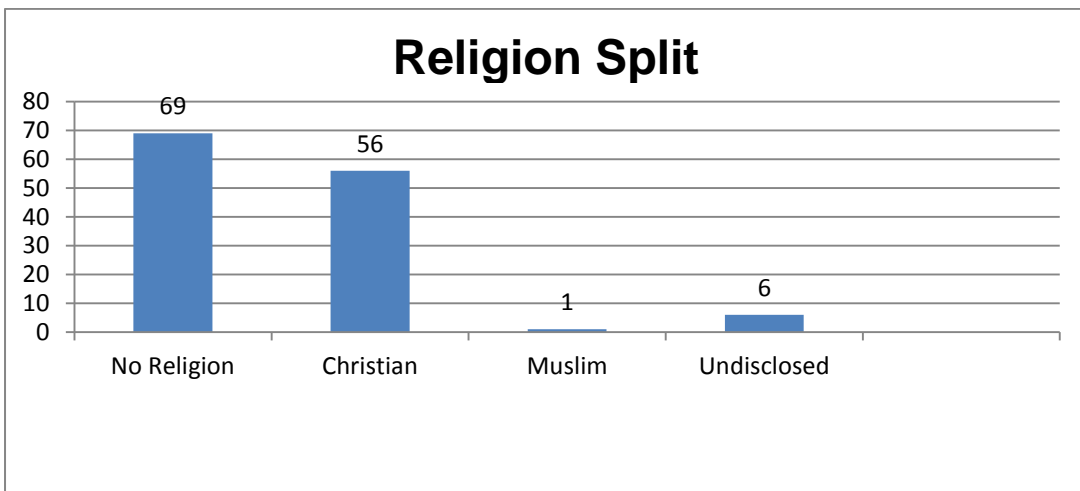
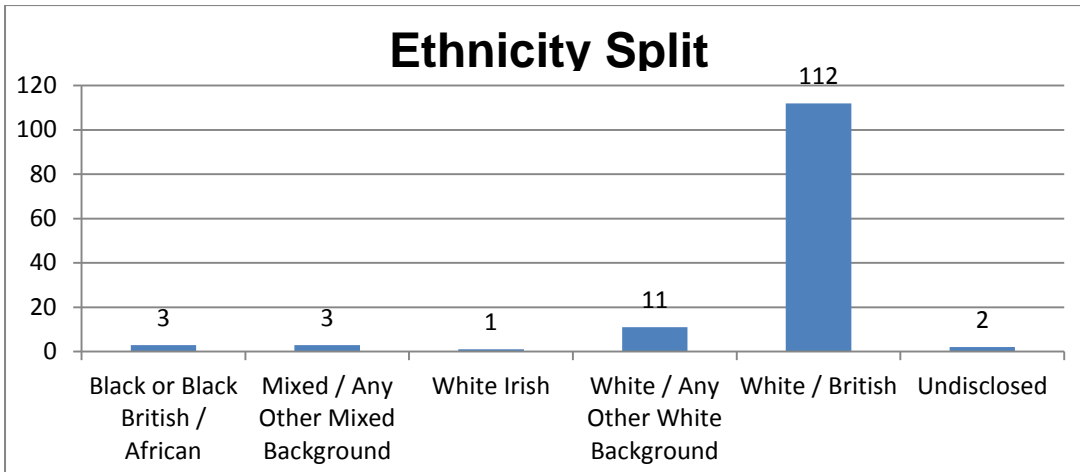
Donaldson’s Trust HR Department gathers and records disability information from its employees, who are encouraged to update this information on a regular basis to ensure accurate record keeping, which in turn assists with the trusts equality duty accuracy.

The % of disabled staff in employment in 2013 was 14%, the majority having some kind of hearing impairment; this reduced to 3.75% in 2015, the % drop in 2015 is consistent with a whole staff restructure and reduction in numbers, which is visible within all areas of reporting data in 2015. The % of staff in 2017 who have declared a disability is showing a slight rise to 4.76%.

Donaldson’s recognises the benefits of employing staff with a range of disabilities and is committed to further investigating how to increase its employee diversity in this regard. Donaldson’s believe employing a diverse workforce sets a good example for students, showing them what they can achieve, as well as having the benefit of being taught by staff that they may be able to relate to. Having diverse staff members is a great benefit to Donaldson’s and its young people.

1. **Recruitment Data – 12 months to 31st March 2017**





Equality data is gathered by the HR department and used for monitoring equality information only. Applications for employment during the previous 12 months show a higher average of females; the age data gathered shows a normal distribution with non-significant spikes at the entry age (25 – 34) and age 45 – 54, ethnic composition of applicants is predominantly white in keeping with the local population data. The majority of staff who chose to declare their sexual orientation are heterosexual with religion data showing 52%-no religion and 42%-Christian with 9% of applicants declaring a disability. The data gathered at recruitment is consistent with the split of the current workforce.

Donaldson’s uses an on-line recruiting system and the statistics provided from this is closely monitored for trends. Donaldson’s is a “two ticks” employer and is committed to:

- Interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities
- Ensure there is a mechanism in place to discuss, at any time, but at least once a year, with disabled employee what can be done to make sure they can develop and use their abilities
- Make reasonable adjustments to ensure staff are not at a substantial disadvantage as a result of a disability
- Take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- Each year to review the commitments and what has been achieved, planning improvements and communicating future plans

Recruitment Data – 2013 - 2017

Applications for Employment	2013	2015	2017
Male	20%	16%	19%
Female	77%	84%	79%
Undisclosed	3%	n/a	2%
With a Disability	8.3%	14.7%	9.09%

Age	2015	2017
Under 25	17.65%	10.7%
Age 25-34	28.7%	28.79%
Age 35-44	23.5%	31.06%
Age 45-54	19.12%	23.48%
Age 55-64	6.62%	3.79%
Age 65+	4.41%	2.27%

Ethnicity	2013	2015	2017
Asian or Asian British	0.5%		
Indian	0.5%		
Any other mixed background	1%	2.5%	2%

Sexual Orientation	2015	2017
Heterosexual	92%	91%
Gay Man		
Gay Woman		0.75%
Bisexual		
Undisclosed	8%	8.25%

Religion or Belief	2015	2017
No Religion	45.6%	52.27%
Christian	45.6%	42.43%
Buddhist	0.73%	
Hindu		
Muslim	0.73%	0.75%
Other		
Spirituality		

2. Assessing our Policies and Practices

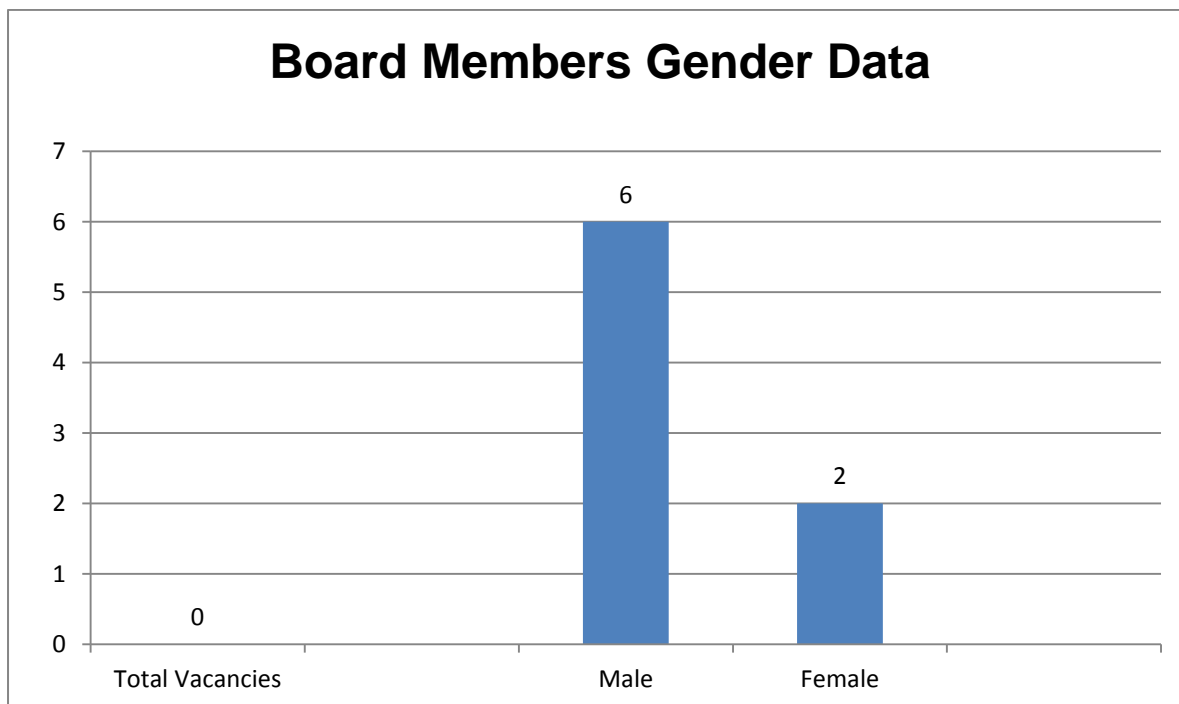
Donaldson’s Trust has a range of policies in place applicable to both staff and young people with regard to employment practices, teaching and learning and well-being. These policies are made available to staff and young people via the trust’s intranet and a variety of information is made available to parents and carers via the trust’s internet site. To ensure that these policies are fit for purpose they are currently being reviewed by the Senior Management Team. During this review process, the following will be considered:

- New policy development
- Review of all policies for impact against the equality duty with specific regard to potential indirect discrimination
- Consideration given to setting up a working/policy group to involve a representative cross-section of staff

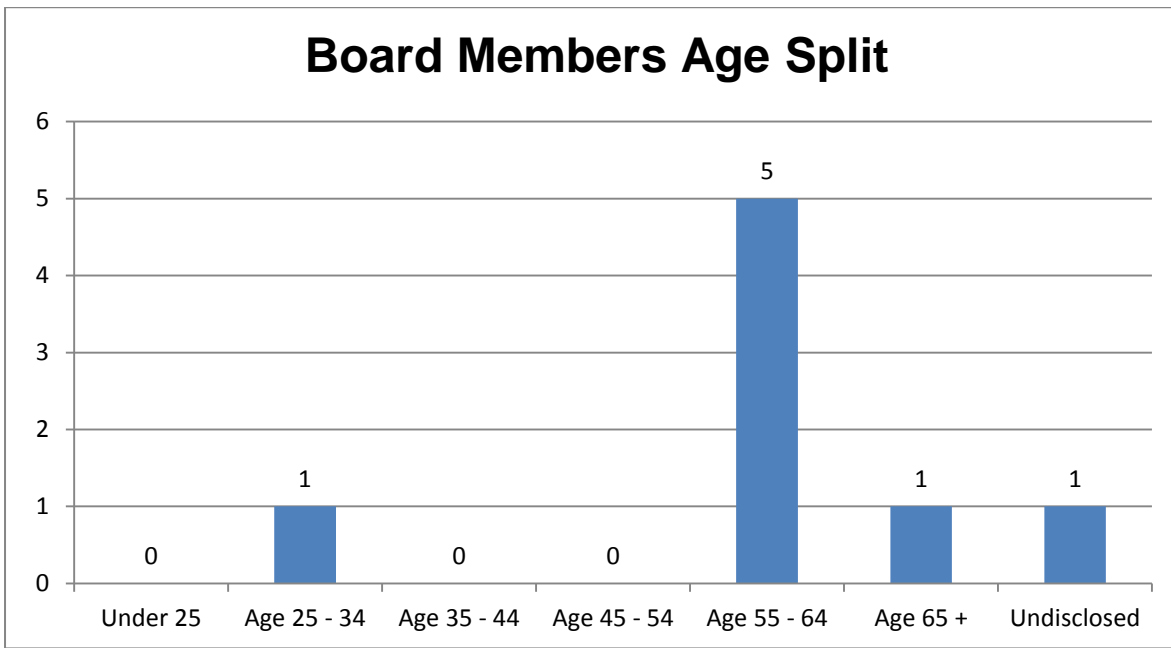
Similarly, consideration will be given to how equalities can be built into any tendering process.

Board Diversity Data

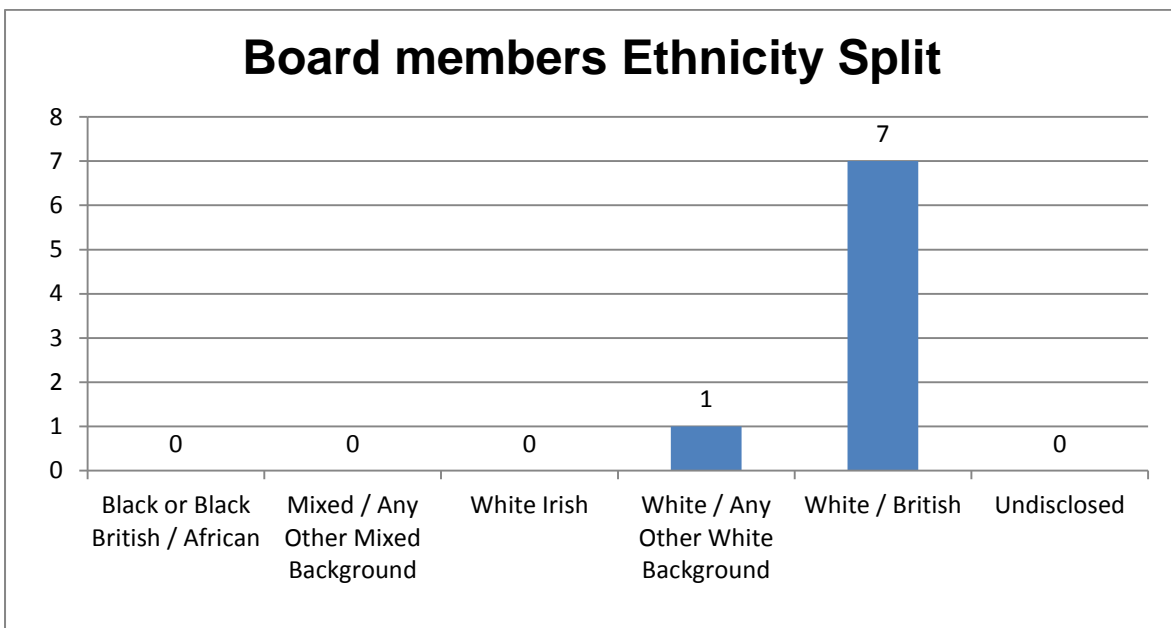
Gender Data



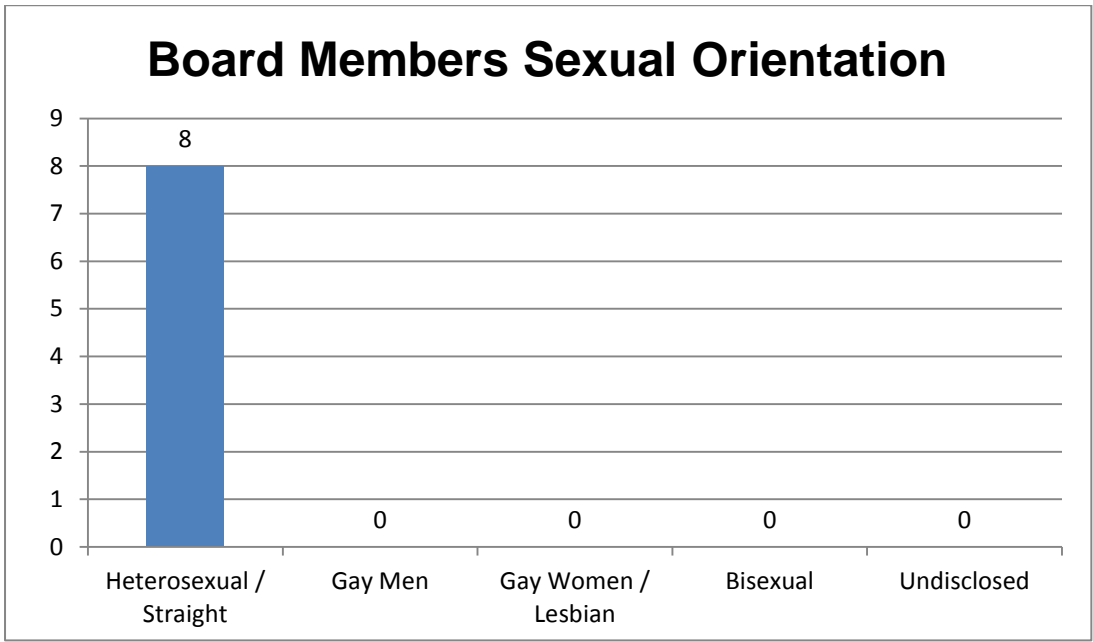
Age Data



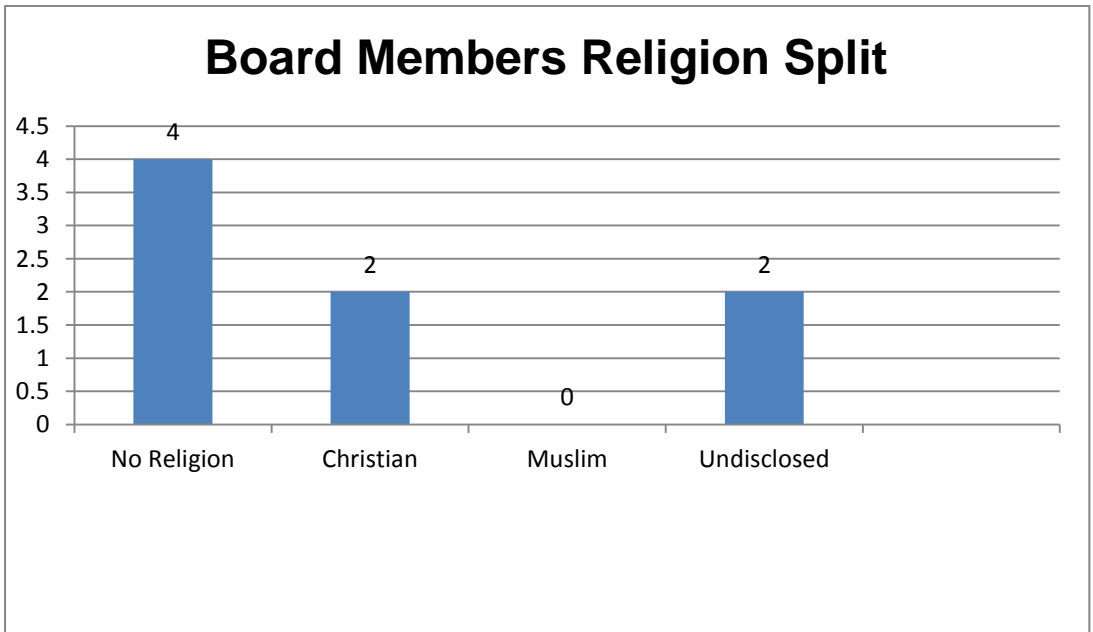
Ethnicity Data



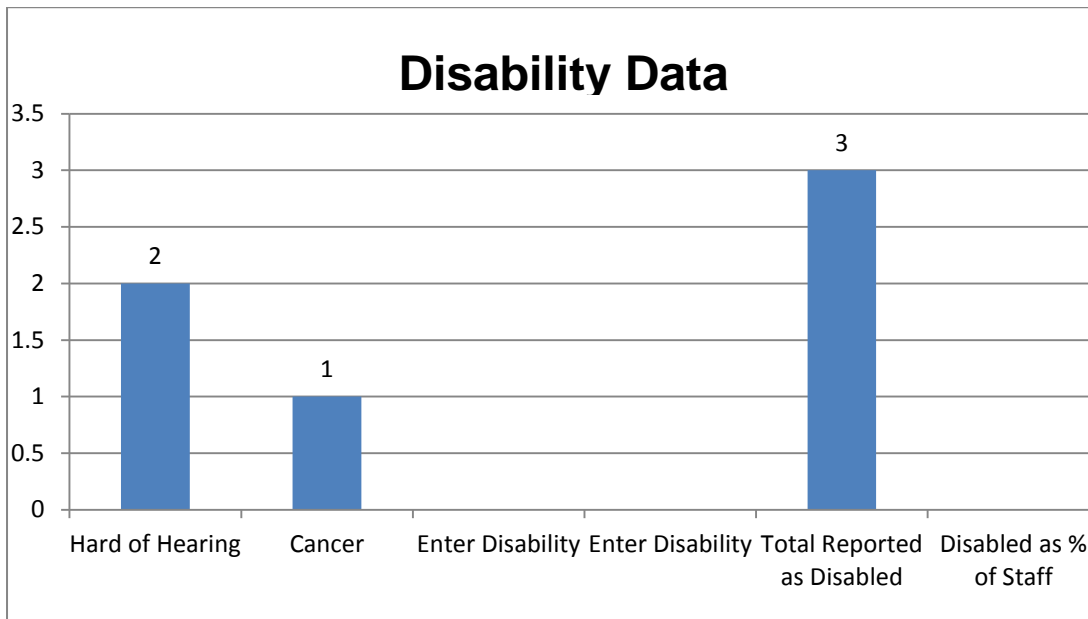
Sexual Orientation Data



Religion or Belief data



Disability Data



The trust recognises the importance of Board Diversity in ensuring strong governance as well as a range of skills and experience. Having gathered board diversity information for the first time the trust is now looking to develop a recruitment system and process which will identify a broad range of applicants as well as investigate the potential barriers applicants may have. By putting the above in place the trust hopes to identify gaps in all areas, allowing detailed monitoring and succession planning, as well as systems for continually increasing Board Diversity in all areas.

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Gender Pay Gap

Donaldson's (mean) gender pay-gap as at 31st March 2017 is set out below:

Mean Pay-gap Calculation

- Male Average Salary – Female Average Salary = pay-gap (monetary)
- Pay-gap (monetary) / male average salary x 100 = pay-gap (%)

Full Time Employees

Gender	Staff Number	Hourly Rate of Pay Combined	Average Hourly Rate of Pay
Male	5	70.75	14.15
Female	25	376.50	15.06
Total	30	447.25	29.21
		Mean Gender Pay Gap	<u>-6.43%</u>

Part Time Employees

Gender	Staff Number	Hourly Rate of Pay Combined	Average Hourly Rate of Pay
Male	1	9.96	9.96
Female	11	376.59	12.25
Total	12	386.55	22.21
		Mean Gender Pay Gap	<u>-22.99%</u>

This is the first time that Donaldson's has reported median gender pay gap information. Donaldson's mean gender pay gap for all employees is -6.43%. Donaldson's mean gender pay gap for part time employees is -22.99%. The mean gender pay gap is showing significantly lower than the Scottish Governments national mean gender pay gap stats in 2016 of 6.2%, and the negative result means that the average pay of men is actually lower than the average pay of women.

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Desired Outcome	Actions	Completed Y,N,P	Evidence	Next Steps
<p>People with any protected characteristic are considered and included in our data collection activities to allow us to capture their views and opinions to inform our outcomes.</p>	<p>To review and publish a staff equality survey to include these items.</p> <p>To review and update the equal opportunities questionnaire to include these items and continue to monitor recruitment applicant data.</p>	<p>Y</p> <p>Y</p>	<p>The Equalities report 2015 and 2017 makes reference to staff and applicants.</p>	<p>To issue staff with equality survey feedback between May 2017-March 2018.</p> <p>To set up a process to gather and monitor further information from applicants.</p>
<p>No-one feels there are any barriers to applying for a job with the Trust and that people from all protected groups feel confident in applying for work with Donaldson's.</p>	<p>To publish a staff survey to assess their views on potential actions we could take to continue to attract a wide range of disabled applicants.</p> <p>To review the existing channels to market to ensure a diverse population has access to our vacancies and that we are meeting our 'two ticks' commitments.</p>	<p>Y</p> <p>P</p>	<p>The report in 2015 refers to characteristic details of applicants.</p> <p>There were no issues raised in time period April 2013- April 2017 in relation to people not feeling confident in applying for work within Donaldson's.</p> <p>Some new job market websites were considered and used in 2015.</p>	<p>To ask applicants to comment and feed back to us on the fairness of their application and our recruitment processes in relation to Equality.</p> <p>To look at applicants understanding of Donaldson's workforce characteristics to find out if a particular protected characteristic is still seen to be given priority.</p> <p>To carry out a brief review of current job market websites used specifically their attempts to</p>

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				encourage individuals with protected characteristics.
<p>Our key stakeholders are formally defined and are provided with opportunities to influence our policies, practices and approaches to employment and education.</p> <p>This will ensure we have the widest cross-section of views possible to consider the views of people with protected characteristics when we formulate or review working practices</p>	<p>To appoint managers to take responsibility for children and young people, parents, external stakeholders, board and each staff group to consider their involvement and input to employment and education of children including policies practice and approaches.</p>	P	<p>There remains a gap throughout the organisation, on the use of stakeholders and/or their views of employment and education. A whole staff quality assurance exercise was carried out in October 2016 and continues. This is highlighting how more people can be used in decision making.</p> <p>Children and young people will be allocated 1-1 mentors to establish their feedback and using the appropriate communication methods to aid there input. Person centred planning has been introduced to take children and young people and their families views into setting learning and development aims.</p>	<p>To look at individual staff groups and how they consider equality for all stakeholders.</p> <p>To continue with the work carried out on the quality assurance exercise.</p> <p>To continue to be creative on how we collect information/feedback from different stakeholders, especially local authorities and external organisations.</p> <p>To revisit United Nations advice on employment rights and children's rights.</p>
<p>We wish to make equality an integral part of our culture by constantly reviewing our progress against actions we will ensure that our approach to embedding equalities into our culture is achieved through:</p> <p>a) The completion of these</p>	<p>(SMT)Senior Management Team to add equalities as a standing agenda item.</p> <p>To monitor each identified action through the use of the Equalities Action Plan Report</p> <p>The Equal Opportunities Officer to collate quarterly reports for the SMT,</p>	P	<p>Equalities has been added to some agendas.</p> <p>A report for 2013 and 2015 was written with an action plan in place but has not been revisited to review.</p> <p>There have been no quarterly report updates submitted or annual updates completed.</p>	<p>To write a report by end of April 2017,</p> <p>To structure and agree a process to put in place an organisational action plan for 2017.</p> <p>To structure ongoing</p>

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<p>actions</p> <p>b) The identification of new actions</p> <p>c) Constant reinforcement of equalities through involvement</p>	<p>Board of Governors and interested stakeholders, including Team Briefing activities.</p> <p>To publish an initial update report.</p> <p>To issue annual updates.</p>		<p>There is no EOO in place.</p>	<p>review and monitoring of impact of action plan.</p> <p>To ensure equalities is added to each meeting agenda.</p>
<p>A formal policy review process is implemented to ensure that any major updates to existing policies or the development of new policies takes into account people with protected characteristics prior to development.</p>	<p>To set up a policies group and terms of reference to include either membership of people with protected characteristics or people who have been nominated/volunteered to represent those groups.</p> <p>To publish a timetable of policies for review with review dates.</p> <p>To commence policy review/development with input from this group</p>	<p>N</p> <p>P</p>	<p>No evidence</p>	<p>To set up a policies review group and timetable which includes looking at equalities within all policies.</p>