



## Ufton Court Educational Trust Ltd

### Equality Statement

Company Address: Ufton Court Trust, Green Lane, Ufton Nervet, Berkshire RG7 4HD

General enquiries: 0118 983 2099

Ufton is dedicated to ensuring that all members of our community and the wider community are treated equally, fairly, and with respect by us and by each other. This applies to Ufton as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our visiting groups a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. Ufton's main priority is to provide the best education and care that we can and establish a cooperative working relationship between our partner schools and home, so as to aid the development, progress, and needs of all the children in our care.

This statement sets out how Ufton will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation).

Ufton aims to comply with this duty, in both the delivery of its services and the employment of its staff. This statement is the foundation of all Ufton's other policies. Through the creation of this equalities statement, we have been able to develop a better understanding of what the challenges to equality are at Ufton and how we can best deal with these.

This document will be reviewed every two years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within Ufton and nationally.

#### **Statutory Framework**

The Equality Act is now the main source of UK equality law. The United Nations Convention on the Rights of the Child (CRC) contains its own equality guarantee, requiring states to respect and ensure the rights in the treaty to each child without discrimination, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. The CRC is founded on respect for the inherent dignity of each child as its preamble and its substantive provisions make clear.

Reviewed annually unless changes to law, regulations or site

Last review: Sep 2020

next Review: Sep 2022

The Equality Act gives concrete realisation to some of the rights in the CRC and should be viewed as a tool for securing respect for the inherent dignity of all children and young people. The Equality Act brings together discrete legislative measures addressing discrimination connected to sex, race, disability, religion and belief, sexual orientation and age, developed from the 1960s onwards.

The Act identifies the “protected characteristics” as:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

The Act defines “prohibited conduct” as:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability
- Reasonable adjustments
- Harassment
- Victimisation

The Equality Act does not require children’s services and voluntary organisations, or other bodies concerned with promoting the interests of children and young people, to treat all children in the same way. It recognises that children and young people, like all people, may require varied and different treatment to ensure they are treated fairly and their particular needs met.

## **Specific Roles and Responsibilities**

Reviewed annually unless changes to law, regulations or site

Last review: Sep 2020

next Review: Sep 2022

Creating an environment that promotes equality and denounces discrimination is everyone's responsibility and requires all members of the Ufton community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals are expected to take responsibility for supporting and promoting equality at Ufton above and beyond the responsibilities listed below. The Strategic Leadership Team (SLT) has the day-to-day responsibility for coordinating the implementation of this statement.

### **The Trustees**

The Trustees will:

- approve this document with the help of the SLT and ensure that it is adopted correctly throughout Ufton
- ensure Ufton complies with all equality legislation and its equality objectives
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary

### **SLT**

The SLT will:

- promote the single equalities plan both within Ufton and externally to the rest of the community ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality at Ufton
- report back to the Trustees on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, young people and visiting adults
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs

### **Staff**

Ufton staff will:

- ensure that they are up to date and aware of the contents of this plan and Ufton's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying
- show a commitment to undertake development and training within this area
- engage with Ufton in eliminating any discrimination and act as a good example to young people
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, young people, or any other member of the Ufton community, so that these incidents can be reviewed, and action taken where necessary

### **Young people**

Young people at Ufton will:

- engage with Ufton in eliminating any discrimination
- promote a positive attitude towards equality when both at Ufton and elsewhere
- report to Ufton staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred

### **Ufton's commitment**

The Equality Act 2010 requires us to:

Reviewed annually unless changes to law, regulations or site

Last review: Sep 2020

next Review: Sep 2022

- **Eliminate unlawful discrimination, harassment, victimization** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

At Ufton:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that Ufton is a safe and secure place for everyone
- We recognize that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - Disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation
- We recognize that some young people need extra support to help them to achieve and be successful

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

## **Key groups at risk**

Whilst Ufton recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality are outlined below.

### Race, Religion or belief

We will actively work towards the prevention of discrimination of a member of our community due to race by:

- Ensuring that the general ethos of Ufton reflects and affirms diversity of language, culture, religion and appearance
- Making sure the Safeguarding Team report regularly to the Trustees the number and nature of racist incidents at Ufton, and they indicate in their reports how the incidents were dealt with
- Training all staff to be vigilant with regard to behaviour amongst young people, and ensure that they are as familiar as possible with young people's experiences of bullying and racist incidents
- Giving visitors the opportunity to report racist incidents anonymously, if they wish, through our 'worry box'
- Ensuring staff accept that they have a responsibility to help ensure that they encourage and promote positive and co-operative behaviour amongst young people
- Keeping comprehensive records of reported incidents so that SLT can monitor patterns of behaviour
- Ensuring that all staff are trained on identifying, reporting and recording racist incidents

All reports of racism are taken seriously and are investigated fully by a member of SLT.

### Disability

Ufton will not treat disabled people less favourably than non-disabled people, and will make reasonable adjustments to avoid putting disabled people at a substantial disadvantage. (See Appendix 1, Reasonable Adjustments)

### Gender, transgender and Sexual orientation (see Safeguarding Policy)

Ufton has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination  
By unlawful sexual discrimination, we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other
- Eliminate sexual harassment  
By sexual harassment, we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject
- Promote gender equality  
We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices

## **Promoting equality and social awareness at Ufton and within the local community**

### Community cohesion

Ufton expects all its visitors and staff to act respectfully towards members of the wider community that Ufton is part of. We work in collaboration with schools, universities, local authorities, varying services for young people, other charities and other centres.

### Inclusion

Promoting and practising inclusion in sessions, around the site, during all activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

### Pupil voice

We encourage young people to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through our Ladders of Success, our 4Rs and within our reflection sessions. We refer regularly to the UNCRC and Article 12, 'the right for children to have a say in matters affecting them, and have their views taken seriously'. Young people are often asked for their views in video diaries, visit feedback forms and self-evaluation questionnaires.

### Recruitment

Ufton is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Ufton acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this statement is the foundation for all its activities. Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. (More information about our recruitment procedures can be found in the Safeguarding policy)

### Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, Ufton will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- staffing reflects the diversity of our community wherever possible
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments
- we respect the religious beliefs and practice of all staff and visitors, and comply with reasonable requests relating to religious observance and practice
- we ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

### Staff discipline and suspension

Ufton is committed to ensuring that all staff and visitors are treated fairly and consistently and anyone not adhering to these values is held to account through our staff discipline, conduct, and grievance procedures. The education and wellbeing of the young people that visit us is our main priority. Any member of staff who creates a barrier to learning for those children will be disciplined. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of Ufton and that they will trust the SLT to deal with their grievances fully, promptly, and fairly. Ufton puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

## **Appendix 1 – Reasonable Adjustments**

The Equality Act imposes a duty to make reasonable adjustments so as to accommodate disabled children and young people. A failure to comply with the duty to make reasonable adjustments is unlawful when it falls within the circumstances described below. What is a reasonable adjustment depends on things like whether it is practicable for an organisation to take any particular step and the cost of making any adjustment, having regard to financial resources. A small organisation with limited resources would not be expected to spend money that is not available on adjustments. Usually adjustments can be made by changing the way an organisation does things (starting at a different time; taking breaks; communicating more clearly, for example) and sometimes adjustments may be funded by external funders. Where expensive adjustments are required to accommodate a disabled child, and funding is not available, an organisation will not be expected to meet the costs of these if its budget and size are too small to do so. It is important always to think carefully about this because sometimes the disabled child themselves or their family members will be able to find a solution which suits everybody.

Organisations must take reasonable steps to ensure that services are provided in the same way to disabled children and young people as to non-disabled and young people.

In deciding whether any adjustment is reasonable, it will be necessary to consider things like:

- Whether any particular steps would be effective in overcoming the substantial disadvantage that disabled children and young people experience in accessing the service/s
- The extent to which it is practicable for an organisation to take the steps
- The cost of making the adjustment; the financial resources of the organisation; and how much it has already spent on adjustments
- The extent to which the taking of any steps would cause disruption

## **Appendix 2 – Types of unlawful discrimination**

Reviewed annually unless changes to law, regulations or site

Last review: Sep 2020

next Review: Sep 2022

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

**Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

**Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Ufton and the harassment relates to a protected characteristic.

**Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

### **Appendix 3 – Glossary of terms for gender and gender reassignment**

Reviewed annually unless changes to law, regulations or site

Last review: Sep 2020

next Review: Sep 2022

Assigned sex – The sex you were assigned at birth and raised as.

Binding – a FtM adolescent who is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.

Blockers - Gonadotrophin inhibiting agents are not hormones that will give the body changes associated with cross-sex hormone therapy. Rather they block the body from releasing the hormones that change the body of boys and girls during puberty to either a more male or more female form and keep it at pre-puberty stage of development. Stopping treatment allows the body to go through the normal puberty for that child - or alternatively, if the child wishes, he or she can elect to have cross-hormone therapy when they have reached an age where they can give their informed consent to such treatment.

CisGender – ‘not trans’ this would be a person that has no conflict between their assigned sex at birth and their gender as it develops.

Coming out – A process by which a trans\* person will tell friends/family/co-workers etc about their trans\* status

Cross dresser – A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery. Cross dressers are also referred to by some as transvestites but this term is increasingly being seen as offensive by members of the trans\* community and cross dresser is the preferred term.

FAAB – Female assigned at birth.

FtM – Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually male.

Gender – the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, both.

Gender Dysphoria – A recognised medical term which refers to the physical/mental/ social discomfort of being perceived and living as one’s assigned sex.

Gender Fluid - moving between genders or with a fluctuating gender identity.

GIC – Gender Identity Clinic.

Gender Identity Disorder – GID is a medical term describing being transgender, this tends not to be used owing to the negative subtext around the word disorder.

Gender Recognition Certificate – an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.

Gender Queer - is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.

Intersex – A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of male and female.

MAAB – Male assigned at birth.

MtoF – Male to Female, a person who was identified as male at birth but came to feel that their true gender is actually Female.

Non-binary - refers to a spectrum of people who do not welcome or accept the gender label of 'male' or 'female' the gender identity of a man or a woman. The gender identities within the spectrum can be presented or revolved around terms such as masculine and feminine as they please but they define as neither male nor female.

Outed – When a trans\* person's gender status is made public knowledge without their consent. This can happen either by people deliberately talking about this person being trans\* or by careless violation of confidentiality.

Packing – a FtoM person may wear a prosthetic item in their pants that will give a 'bulge' in their trousers so as to appear more male.

Pansexual – A sexual or romantic attraction towards people of all gender identities including those that don't fit into a gender binary.

Pronouns – He, him, his, she, her, they, them, their, hir, sie, ey, zie. (gender neutral).

Sex – the way a person's body appears, sometimes wrongly, to indicate their gender. It is the assigned determiner on a person's birth certificate. Assigned at birth in relation to one's genitals, chromosomes etc.

Sexual Orientation – Attraction to people i.e. gay, straight, bisexual, pansexual etc.

SMSC – Social, Moral, Spiritual & Cultural.

Transgender/Trans\* – An umbrella term which can be used to describe people who are:

- Transgender
- Transsexual
- Cross-dresser
- Neither male nor female
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe.

Transgender Person – A person whose gender identity is different from the sex they were assigned at birth. Some trans\* people will choose to transition socially and some will take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

Transitioning – the process by which a person starts to live in their true gender.

Trans – a word used as an umbrella term to encompass all forms of Transgender, Transsexual, Transitioning etc.

Transsexual Person – A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most Transsexual people actively desire and complete gender re-assignment surgery.

True Gender – the gender that a person truly feels they are inside

#### **Appendix 4 – Associated RAMS documents**

- Activities for children (all)
- Handling complaints
- Whistleblowing
- Management control of staffing issues
- Email and Social media behaviour
- Comply with Legislation
- Equality of Opportunity
- Safe recruitment
- Anti-trafficking and slavery
- Safeguarding Children and Child Protection
- Safeguarding adults and visitors
- Use of portable multi-functional devices
- Sleeping children
- Wedding and Corporate
- Ufton Outreach