

**REPORT TO: EDUCATION COMMITTEE - 1 JULY 2009**

**REPORT ON: GENDER EQUALITY SCHEME 2007-2010 ANNUAL PROGRESS REPORT**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 334-2009**

## **1.0 PURPOSE OF REPORT**

1.1 This report informs the Committee of the progress made in implementing the Education Department's Gender Equality Scheme 2007-2010.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Committee notes the progress made in applying the Education Department's Gender Equality Scheme 2007-2010 and approves the Department's *Gender Equality Scheme 2007-2010: Action Plan Progress Report June 2009 (Appendix 1)*.

## **3.0 FINANCIAL IMPLICATIONS**

None

## **4.0 MAIN TEXT**

4.1 Reference is made to Committee Report 358-2007 which detailed the content of the Education Department's *Gender Equality Scheme* published in June 2007 in order that the Council - as an Education Authority - meet its statutory Gender Equality Duty under the Equality Act 2006 which amended the Sex Discrimination Act 1975. Reference is also made to Committee Report 342-2008 of 23 June 2008 which included the Education Department's first *Gender Equality Scheme 2007-2010 Annual Progress Report*.

4.2 There are two general duties associated with the legislation namely to have due regard to the need to:

- eliminate unlawful discrimination and harassment; and
- promote equality of opportunity between girls and boys, men and women.

4.3 Progress is being made with respect to both general duties as applied to the Education Department and the schools managed by the Department. The following paragraphs summarise a range of activities as well as procedural and policy developments aimed at promoting equality for all children and young people in our schools. Full details are provided in the Appendix: *Gender Equality Scheme 2007-2010: Annual Report June 2009*

4.4 **Eliminate unlawful discrimination and harassment:** All schools and the Education Department take steps to eliminate gender-based discrimination to ensure that young people and members of staff gain maximum benefit from their learning opportunities and their working environment.

4.5 **Promote equality of opportunity between girls and boys, men and women:** The Department and all schools in Dundee are charged with creating equality of opportunity for all pupils and staff and to ensure that boys and girls, men and women can play an equal and active role in the life of their school communities. Schools report undertaking more pro-active activity to encourage fathers and grandfathers to participate more actively in their children's and grandchildren's school lives in general, and to support their learning in particular.

- 4.6 In addition, the Council has been given specific duties to:
- gather information on how our work affects women and men, boys and girls
  - consult employees, service users, trade unions and other stakeholders such as parents' groups and the local community
  - assess the different impact of policies and practices on both sexes and use this information to inform our work
  - identify priorities and set gender equality objectives
  - plan and take action to achieve those objectives
  - publish a gender equality scheme, report annually and review progress every three years.
- 4.7 **Gather information on how our work affects women and men, boys and girls:**
- 4.7.1 Our information on the impact of our services in respect of attainment levels at formal SQA examinations is routinely reported in terms of gender difference.
- 4.7.2 All schools have staff consultation procedures in place and are subject to annual and extended reviews in which information must be provided in respect of equalities.
- 4.7.3 Pupil Councils are encouraged to take a proactive role in improving services for children and young people in schools.
- 4.7.4 The City-Wide Pupil Council is an umbrella consultation and involvement body which takes a lead in bringing to the attention of the Department issues of concern to pupils.
- 4.7.5 The Department consults with Trade Unions in matters pertaining to employment and conditions of service.
- 4.7.6 The Department consults with a Parent Focus Group chaired by the independent mediation group Parent to Parent on matters relating to additional support needs, policy and practice.
- 4.8 **Consult employees, service users, trade unions and other stakeholders such as parents' groups and the local community:**
- 4.8.1 The Department has had consistently high satisfaction rates in the staff responses to the corporate survey of staff satisfaction with improvements across all indicators. Focus groups of staff working in schools and education support services are consulted during Extended Reviews and during HMIE and Care Commission inspections. Staff of each educational establishment and support service are invited to meet with the Director with an open agenda in the course of each school session.
- 4.8.2 Parent Councils are in place in all schools across the city with the support of the Parental Involvement Officer. Parent Councils are frequently consulted with respect to policy development.
- 4.8.3 Focus groups of parents are consulted at every Extended Review and every HMIE inspection of schools in the city. Their feedback is formally recorded and, where appropriate, used to inform and shape practice in individual schools and across the service as a whole.
- 4.8.4 A detailed survey of pupil attitudes and opinion is administered by the Department every two years. The results are analysed including in terms of gender.

- 4.9 **Assess the different impact of policies and practices on both sexes and use this information to inform our work:**
- 4.9.1 Guidance on impact assessment has been distributed to all schools and a pro-forma report has allowed schools to make annual reports on gender and disability.
- 4.9.2 An Equalities Group operates within the Department and is linked to corporate Equality Action Groups through its members' representation therein. This ensures that the Department contributes to corporate developments and also that its equality schemes, as required by law, dovetail with corporate schemes.
- 4.9.3 The Education Department will contribute fully to the Council's developing equalities structure within a single Equality and Diversity Core Group reporting to the Management Team. A nominated Departmental Equalities Champion will become a member of the corporate Implementation Group.
- 4.10 **Identify priorities and set gender equality objectives:** The Gender Equality Scheme, published on 25 June 2007 (Committee Report 358-2007 refers), indicates the priority developments with respect to gender equality objectives within the action plan.
- 4.11 **Plan and take action to achieve those objectives:** The Department's Gender Equality Scheme contains the action plan within which the Department plans to challenge and eliminate gender-based discrimination. The attached report details progress towards implementing the 3-year action plan.
- 4.12 **Publish a gender equality scheme, report annually and review progress every three years.** The Department's Gender Equality Scheme is publicly available on the City Council website, <http://www.dundee.gov.uk>. This Committee Report is accompanied by the report (ref. Appendix 1) on the progress we have made at the end of the second year of our three-year Gender Equality Scheme. Appendix 2 provides a summary of steps taken by our schools in promoting gender equality for pupils, staff and parents in the course of the past two years and highlights areas of good practice.
- 4.13 In April 2009, the Council's Management Team agreed to the development of a Single Equality Scheme for the local authority. The Council's Single Equality Scheme will be in place by December 2009. The Education Department will be working within the framework for promoting equalities across all Dundee City Council Departments as we move towards that Single Equality Scheme underpinned by an action plan.
- 4.14 A key action identified as informing the development of a Single Equality Scheme for Dundee City Council is a community involvement event that will take place in the city in August this year.
- 4.15 The Department is currently developing a draft Single Equality Policy to ensure that equality remains a core facet of the life of every educational establishment and all education support services and to complement the corporate movement in that direction.

## 5.0 POLICY IMPLICATIONS

This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

## 6.0 CONSULTATIONS

The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance), Head of Finance and all Head Teachers have been consulted in the compilation of this Report.

## **7.0 BACKGROUND PAPERS**

- Dundee City Council Gender Equality and Diversity Scheme 2007-2010
- Dundee City Council Education Department Gender Equality Scheme 2007 -2010

Jim Collins  
Director of Education

DATE: 14 June 2009

## APPENDIX 1

Dundee City Council Education Department  
Gender Equality Scheme 2007-10

### Action Plan - Progress Report June 2009

There are four main areas of focus within the action plan arising from the Department's Gender Equality Scheme and these are

#### 1. Policy 2. Consultation and Communication 3. Training 4. Information Processing

The following table outlines the action points, the responsible lead officers and progress updates.

1	<b>Policy</b>	Lead Officer	Due date	Update
1a	Establishments will assess the impact of all relevant policies including the Gender Equality Scheme (ref guidance in Appendix 2)	Head Teachers	Ongoing	All schools report that policies and procedures do not impact adversely with respect to gender equality.
1b	All current policies will be further developed, as indicated by the results from assessment, to ensure that the impact on gender equality is positive	Head Teachers, Head of Support for Learning	Ongoing	The potential impact on equality groups is considered when new authority and school policies and procedures are being drafted and when current ones are reviewed.
1c	Equality impact assessment will be built into all policy planning and development processes	Head of Support for Learning	Ongoing	Equality impact assessment toolkits distributed to all schools and services. Attention is drawn to Head Teachers and others of the need to be vigilant with respect to developing new policies and reviewing existing policies and procedures to be alert to potential impact on equality groups.
1d	The Gender Equality Scheme will be reviewed and revised on a three-yearly cycle and adjusted, as appropriate, by the Senior Management annually. 2nd Scheme to be published by June 2010	Head of Support for Learning		This report constitutes that update and is the second in the current cycle of policy development and review.

2	<b>Consultation/communication</b>	Lead Officer	Due date	Update
2a	Bring together pupils/interested parties of differing gender who wish to participate in focus groups and ensure that discussions are wide, varied and relevant to provide the Department and establishments under its management with comment on policies practices and procedures, thereby improving the level of active involvement within the lifetime of the current Scheme.	Advice and Conciliation Manager	April/May 2007  Ongoing	The department maintains a "Parental Contact List" of interested parents of differing genders that are called upon to participate in selective focus groups. Parental list is periodically updated to ensure relevance. The School Pupil Councils and City Wide Pupil Council serve as the main focus for pupil participation in the forming of policies and practice. School Pupil Councils' membership is reviewed to ensure gender balance is reflected in membership.

2	<u>Consultation/communication</u>	Lead Officer	Due date	Update
2b	Creatively extend the opportunities for children and young people to be involved through continued use of the Pupil Councils - both city-wide and school-based - and monitor the Councils to ensure a balance of gender.	Team Leader (Community Support) SCSS	Ongoing	<p>The City Wide Pupil Council (CWPC) continues to meet each academic month throughout the academic year. It began in November 2000 and will commence its 10<sup>th</sup> year in November 2009.</p> <p>The CWPC delegates represent 9 secondary schools and the average attendance by school this year is 6.2 schools from nine secondary schools per meeting. Each meeting has averaged 15.4 pupils where the gender balance again is slightly in favour of young women who have accounted for 53.3% attendance with young men attributing to 46.7% attendance.</p> <p>Each school adopts local approaches to selection of Pupil Council representatives from the pupil body. We continue to encourage a wide selection process.</p>
2c	Make use of the responses provided by pupil surveys to inform school staff, of issues related to gender inequality	Head Teachers		Results of HMIE, departmental Extended Review and other surveys are fed back to schools and discussed with individual Head Teachers at annual review.
2e	All staff, Parent Councils and appropriate others will be made aware of the implications of the corporate, Departmental and establishment policies on gender equality and will be involved in the implementation process.	Head Teachers, QIO (SfL)	Annually	<p>Work is undertaken to ensure that the process of awareness and implementation continues on an ongoing basis.</p> <p>Communication takes place on a regular basis to inform of equalities issues and how they should be addressed or taken forward.</p> <p>A multi-agency training package, "Leading Change", has been designed for all staff on how best to meet the needs of all young people, and this includes discussion of equalities duties. This training will take place for all clusters during 2009-10.</p> <p>Establishments also share progress in the area of Inclusion and Equality with parents through their annual published Standards &amp; Quality report which is also discussed at the Parent Council.</p>
2f	Education Department and all schools will provide information on progress	SMT,		Education Department and all schools provide

2	<b><u>Consultation/communication</u></b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
	on implementing the Gender Equality Scheme	Head Teachers		annual return on progress with returns being reported in summary to the Education Committee.

3	<b><u>Training</u></b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
3a	All staff within Dundee City Council and of the Education Department should be aware of and committed to the Gender Equality Scheme. Training will be designed to ensure that this is the case.	QIO (SfL), Advice and Conciliation Manager	Ongoing	<p>In conjunction with the presentation and workshop activities on Equality Duties at the IPAA Conference of session 2006-07, the Education Department prepared and circulated a PowerPoint presentation, with presenter's notes, for Head Teachers to use in their individual centres.</p> <p>Head teachers provide updates for staff on their duties relating to the different equalities strands. Specific, centrally-provided, in-service training on equalities duties includes regular input to the NQT training programme by the QIO Support for Learning and aspects of the 9-week 'Introduction to Additional Support for Learning' course.</p> <p>In May 2009 training was delivered by LGBT Scotland for guidance staff on dealing with homophobic bullying. This will now be offered as ongoing training on CPD online and delivered by EDS staff.</p> <p>Further training is being arranged for Education Department staff and school-based equalities co-ordinators for session 2009-10 on impact assessment and the move to a single equalities policy.</p>
3b	Departmental and establishment policies will be prioritised by their relevance to gender equality. By June 2008, relevant current policies will be further assessed for their impact on pupils, parents and staff with regard to gender issues.	Head Teachers, Head of Support for Learning	Ongoing	<p>Departmental policies now routinely take account of equality issues and the potential impact on equality groups.</p> <p>Head Teacher returns indicate a high level of awareness of personal responsibility for creating and sustaining opportunities for all, challenging eliminating direct and indirect discrimination.</p> <p>The impact of policies can be identified, in part, through responses to survey questions. In the 2008</p>

3	<b>Training</b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
				survey, 96% of primary school parents and 91% of secondary school parents felt their child was treated fairly at school. 97% of primary school parents and 90% of secondary school parents felt their child enjoyed being at school. The answers given to the same questions by pupils were 79% and 89% (7804 returns).
3d	Take steps to ensure that all people are made welcome and are treated with equal value and respect in all establishments	Head Teachers	Ongoing	Assemblies, Social Education and general classes are used to reinforce commitment to inclusion and the promotion of equality for all.
3e	Ensure that the images and attitudes displayed promote gender equality	Head Teachers, Media Relations Officer	Ongoing	Schools are examining posters, teaching materials and styles to ensure that they do not discriminate against any particular gender.  There is constant checking and review of the issues around these matters.

4	<b>Information Processing</b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
4b	The assessment, monitoring and setting of targets relating to equality will be integrated into the annual programmes of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation. This will be reported to the corporate Gender Action Group with the aim of keeping under review gender equality in the attainment and achievement of pupils.	Head of Support for Learning	Annually	Discussion is currently taking place to re-examine the extent and scope of the school review process to ensure that it fully identifies the response by schools to the legal duties and requirements placed on schools within the equalities legislative framework.
4c	The Education Department will monitor and consider impact assessments to identify trends and patterns.	Head of Support for Learning	Annually	Trends in relation to equalities groups are monitored regularly and reported to the Department's Management Team in respect of exclusions, attendance and attainment.
4d	Feedback from training will be monitored to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents, to ensure that the impact on gender equality is positive.	QIO (SfL)	Annually	Feedback from training continues to be regularly monitored through CPD Online Course evaluations which are accessed through the Reports menu. This information can be examined by gender, and has been used to inform next session's in-service programme. Staff can also use CPD Request to ask for training which does not appear to be available centrally.
4e	The Education Department will continue to work closely with the Personnel Department to develop ways to publish all relevant information in a sensitive and helpful way.	Advice and Conciliation Manager,	Ongoing	Departmental data is passed to Personnel for inclusion with the corporate information and



4	<b>Information Processing</b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
		Human Resources Manager, Media Relations Officer		<p>publication.</p> <p>Ongoing work is in progress to increase the amount of information published electronically on both the Council intranet and internet sites.</p> <p>The Gender Equality Scheme and its annual updates are published on both the Council Internet and Intranet sites.</p> <p>The Department's Human Resources Section continues to work with the corporate Personnel Department to ensure consistency of approach in this area.</p> <p>Information is analysed prior to publication to make sure that publication meets these criteria.</p>
4f	Ensure that ICT provision allows the Department to access, monitor, evaluate and review data on gender in terms of recruitment, retention and career progression to enable appropriate action to be taken	Human Resources Manager	Dec 09	<p>Software development continues to be developed to ensure MIS systems can interact with each other e.g. resourcelink/seemis link.</p> <p>The Education Department will contribute to and comply with all corporate initiatives in respect of equalities issues.</p>
4g	Taking care to ensure that monitoring does not breach the Data Protection Act or identify individuals, monitoring and evaluation will be used to ensure that impact generates change where necessary	MIS Support Officer, QIM	Ongoing	The Department has increased its capacity to generate detailed reports on aspects of the work of the education department (e.g. attendance and attainment) with respect to gender, disability and ethnic origin by the implementation of a more advanced form of the Seemis Vision software which supports the Department's management of information system.
4h	Audit the effectiveness of IEPs/csps to ensure consistency of use and approaches across the Department and assist in spreading good practice across the Authority	Principal Educational Psychologist	Annually	<p>The HMIE follow-through report on the Dundee Educational Psychology Service suggests DEPS should re-focus research activity more widely so the intention is to place equality issues, including gender, as a component of future research in general.</p> <p>Further development work on the structure and</p>

4	<b>Information Processing</b>	<b>Lead Officer</b>	<b>Due date</b>	<b>Update</b>
				<p>focus of the 'Individual Education Plan' is continuing to include equality, including gender, concerns.</p> <p>With the gradual bedding-down of the procedures for writing CSPs, the moderating process has become less prominent in the system. The needs of this aspect should in future be encompassed within the action in the previous statement.</p>

Collated 2009 returns by nurseries and schools re meeting the general duties.

58 centres had returned a report by date of writing. It must be noted that the list of examples shown of good practice in the final column is not exhaustive.

Action Point	Plan	General Duty 1: Eliminate unlawful discrimination and harassment	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
2e, 2f, 3a		Involve and inform staff and Parent Councils of their role in ensuring gender equality	9	32	6	2	<p>2009</p> <ul style="list-style-type: none"> <li>• New staff informed of report.(P)</li> <li>• Staff issued with welfare pack containing gender equality policy.(P)</li> <li>• Solution oriented school statement that identifies the centres values in respect of the uniqueness of each person.(N)</li> <li>• Equalities presentation during inservice.(P)</li> <li>• Father included in Parent Council.(P)</li> <li>• Via Staff meetings,parent committee and newsletter.(N)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• Parents are informed of their role during initial meetings and in the handbook. Staff are informed of any updates as and when they arise.(Sp)</li> <li>• Part of Raising Attainment strategy(S)</li> <li>• Assemblies delivered to pupils by staff and pupils.(S)</li> <li>• Involvement of fathers on PTA and Parent council. (P)</li> <li>• Inservice day dedicated to equality issues.(S)</li> </ul>
3e		Anti-bullying practices	11	34	9	3	<p>2009</p> <ul style="list-style-type: none"> <li>• School runs an annual anti bullying week.(P)</li> <li>• P4 produced a handbook which was distributed to the whole school.(P)</li> <li>• Anti bullying officer in place in the school.(P)</li> <li>• Policy on display in entrance hallway.(N)</li> <li>• Non blame culture -early intervention.(P)</li> </ul>

Action Point	Plan	General Duty 1: Eliminate discrimination and harassment unlawful and	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
							<ul style="list-style-type: none"> <li>• Friendship Week involves the whole school.(P)</li> <li>• RESPECT group and STRAWB peer mediation.(S)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• Staff are reminded annually of the school and DCC Anti-bullying policies. They are aware of procedures in relation to this.(Sp)</li> <li>• Work of respect group well developed.(S)</li> <li>• Long established and respected implementation of anti-bullying policy; weekly health drop-in uses both male and female workers and has a clientele of boys and girls. Current project doing anti-bullying comic strip posters, produced by boys and girls. Newly introduced Bill of Pupils' Responsibilities and Rights - 1<sup>st</sup> item is on anti-bullying; 4<sup>th</sup> item is on respect and gender.(S)</li> <li>• Resources are carefully selected avoiding stereotypical images and attitudes. We have a positive behaviour management policy and procedures. There is consistency in behaviour management throughout the centre and all staff have received training in positive communication with children.(N)</li> <li>• Older children involved in process and are encouraged to develop rules for their group.(N)</li> </ul>
3e		Recording and responding to bullying incidents	11	33	9	3	<p>2009</p> <ul style="list-style-type: none"> <li>• Staff are able to note concerns on a Concern Form which is then passed to SMT for action/discussion.(P)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• Incidents are rare in the school but are reported within departments and then held by the DHT responsible for Equalities.(Sp)</li> <li>• Daily log sheets record any instances of bullying and</li> </ul>

Action Point	Plan	General Duty 1: Eliminate discrimination and harassment unlawful and	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
							response to incidents.(Sp) • Early intervention.(S)
2e		PSE programme	11	34	9	3	2009 • Involvement of Women's Aid.(S) 2008 • All activities in the centre concern themselves not only with cognitive learning but are also seen as opportunities for pupils to develop their personal and social skills. In addition to this pupils take part in PSE lessons, independent travel programmes, sexual health and relationship programmes, work experience, community activities etc.(Sp) • Gender issues are discussed in Youth Issues and Life skills classes throughout the year. Male/Female balance.(S) • PSE programme is reviewed and updated annually to take account of pupils' needs.(S)
3d, 3e		Inclusive activities	10	34	8	3	2009 • Circle of friends to include as of March 09 pupil from enhanced provision.(P) • Boys and girls have equal access to activities including rugby and dance and netball.(P) • All activities offered include all pupils irrespective of gender, race, disability etc.(Sp) • Alternative curriculum through Support Base.(S) 2008 • We have an annual P&A day where the theme followed

Action Plan Point	General Duty 1: Eliminate unlawful discrimination and harassment	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
						<p>throughout the year in Craft is developed into a full day of activities which all pupils take part in. Agencies such as Dundee Rep are involved in these days.(Sp)</p> <ul style="list-style-type: none"> <li>All children given same opportunities.(S)</li> <li>The centre's aims are included in the nursery handbook. All parents and children are welcomed and treated equally. Activities are planned around children's interests and resources are chosen which are differentiated to meet the needs of individual children.(N)</li> <li>All activities are inclusive and there is a focus on gender balanced language and provision.(N)</li> <li>Sporting opportunities which may be perceived to be for boys - e.g. football and rugby are promoted to both sexes - We have an active mixed rugby team, a main football team which both boys and girls play in and both boys' and girls' football teams.(P)</li> </ul>
2a, 2b, 3e	Gender balanced pupil council and other consultative opportunities	8	32	8	2	<p>2009</p> <ul style="list-style-type: none"> <li>Pupil Council, Peace Makers, P7 Buddies and Library Committee made up of both genders.(P)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>Equal number of class reps by gender.(S)</li> <li>Staff stress the wisdom of gender balance when seeking nominations.(S)</li> <li>We have asked that our Eco School Committee be made up of a boy from one class and a girl from the other at each stage (the children are voted for by their peers). The Health Promoting group is also gender-balanced in this way.(P)</li> </ul>

Action Point	Plan	General Duty 1: Eliminate unlawful discrimination and harassment	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
2e, 3d		Special assemblies based around gender	3	14	4	1	2009 <ul style="list-style-type: none"> <li>Access to ministers of all faiths via NHS Tayside.(Sp)</li> </ul> 2008 <ul style="list-style-type: none"> <li>All children are encouraged and supported to participate in all nursery activities, taking into account their individual needs, interests and learning styles.(N)</li> </ul>
2c, 3a, 3b		Examine discipline system for gender bias	9	29	6	2	2009 <ul style="list-style-type: none"> <li>May inservice involved training in "Being Cool in School".(P)</li> <li>Class and playground rules and recording strategies ensure consistency.(P)</li> </ul> 2008 <ul style="list-style-type: none"> <li>All policies within the school are reviewed annually as is the discipline system.(N)</li> <li>Pupils follow the same rules regardless of gender. This is stated at initial meeting with pupils and parents.(Sp)</li> <li>Analysis of severe misconduct.(S)</li> </ul>
1b		Consistency in applying the stages of assessment and intervention to ensure influences by sexist assumptions do not create an imbalance in provision	11	33	8	2	2009 <ul style="list-style-type: none"> <li>Each pupil assessed according to need.(P)</li> </ul> 2008 <ul style="list-style-type: none"> <li>All pupils in the centre have reached stage 5 of the stages of intervention. The centre has no influence on the pupils who are placed here, though in general we do have a higher ratio of male pupils.(Sp)</li> </ul>
1b		Health promotion includes	11	31	8	3	2009

Action Point	Plan	General Duty 1: Eliminate unlawful discrimination and harassment	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special/offsite
		gender equality objectives					<ul style="list-style-type: none"> <li>Pupils encouraged to participate in all activities eg hand massage.(P)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>Recent dance taster attended by boys and girls.(S)We offer health promotion activities to all pupils regardless gender.(Sp)</li> <li>Street football and dance extra-curricular for both genders; health drop-in; exam stress management groups both male and female participation(S)</li> </ul>
1a, 1b, 1c, 3b		Policies and procedures do not discriminate against any particular gender	11	33	8	3	<p>2009</p> <ul style="list-style-type: none"> <li>Nursery policies are regularly discussed and reviewed by staff and are put out to parents for consultation.(N)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>All policies within the school are reviewed annually and gender discrimination is one aspect considered.(N)</li> <li>Centre promotes inclusion of all, regardless of gender.(N)</li> <li>Particular attention is given to this when allocating work experience placements.(S)</li> </ul>
3b		Arrangements for staff to make complaints	11	31	8	3	<p>2009</p> <ul style="list-style-type: none"> <li>There is a whistle blowing policy and staff are aware of who to contact out with the centre to make complaints.(N)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>Open door policy.(N)</li> </ul>



Action Plan Point	General Duty 2: Promote equality of opportunity between boys and girls, men and women.	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special
1b, 3d	Making aspects of the curriculum more accessible to pupils of different sexes	11	27	5	0	2009 <ul style="list-style-type: none"> <li>• Scottish country dance and poetry club is attended by equal ratio of boys/girls.(P)</li> <li>• Encouraging male pupils to get involved in teaching music to juniors.(S)</li> <li>• Fabric and craft vocational course enjoyed by boys.(S)</li> <li>• Football and netball teams mixed.(P)</li> <li>• Attainment of boys relative to girls has improved.(S)</li> </ul> 2008 <ul style="list-style-type: none"> <li>• Success in opening all subjects to girls, and in encouraging boys, but still imbalance in Home Economics.(S)</li> <li>• We have recently worked with the librarian at EDS to promote enjoyment of reading amongst boys which we felt there were not enough materials for. We have bought and promoted new books which may be of an interest to boys - but it has been made clear that they are for both sexes to enjoy.(P)</li> <li>• Targeted boys for a writing group.(P)</li> <li>• Resources purchased for school library, written by well known authors, but which are specifically for boys - less content but same storyline as novels.(P)</li> </ul>
1b, 2e	Giving career advice that breaks down gender stereotyping about certain types of jobs	3	19	9	2	2009 <ul style="list-style-type: none"> <li>• Hairdressing course available to boys and girls.(S)</li> <li>• Talks from professionals.(P)</li> <li>• Both boys and girls involved in K'Nex challenge.(P)</li> <li>• Working closely with Career Scotland to make pupils aware of opportunities irrespective of gender.(Sp)</li> <li>• PSE and Assemblies -Year in Industry Scheme(S)</li> </ul>

Action Plan Point	General Duty 2: Promote equality of opportunity between boys and girls, men and women.	Nursery	Primary	Secondary	Special	Examples of good practice (N) = nursery (P) = primary (S) = secondary (Sp) = special
						2008 <ul style="list-style-type: none"> <li>• Built into PSE programme.(S)</li> <li>• Encouraging girls in CDT and into engineering.(S)</li> <li>• Single sex classes in PE and history - trialled.(S)</li> <li>• Resources are sourced which demonstrate positive attitudes to gender,e.g. role play, books, puzzles games etc.(N)</li> <li>• Environmental Studies Projects Twilight 'In the Box'(P)</li> <li>• Visits from the Army and Navy careers service(Sp)</li> </ul>
1b, 2e	Assessing teaching methods for gender bias which may impact on boys/girls performance	11	32	8	1	2009 <ul style="list-style-type: none"> <li>• Staff being trained in CfE practices.(P)</li> <li>• Teaching staff are aware of preferred learning styles regardless of gender.(P)</li> </ul> 2008 <ul style="list-style-type: none"> <li>• LTiD and self-empowered learning.(S)</li> <li>• Examination of Attainment Data and discussions with PT's and Review team.(S)</li> <li>• Raised at STACS meetings with principal teachers.(S)</li> <li>• Ongoing training opportunities for staff, monitoring of classroom practice throughout the year and self evaluation ensures gender bias is considered.(N)</li> <li>• Following research that shows boys and girls develop in different ways.(N)</li> <li>• Great awareness by staff of ways children learn. P7 boys have this year gone from being passive learners to being fully motivated by what they are learning through the class teacher encouraging active, participative learning in her class. All pupils actively involved and stimulated by</li> </ul>

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						what they are learning. All staff have been trained in Learning Styles by Learning Unlimited.(P)
1b	Monitoring gender differences in attainment	10	32	9	2	<p>2009</p> <ul style="list-style-type: none"> <li>• Attainment Tracking meeting held 4 times a year.(P)</li> <li>• PIPS in Primary 1.(P)</li> <li>• Gap in boys' under-attainment has been addressed.(S)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• The gap between boys and girls' performance has been significantly closed; concern about some S4 girls underperforming.(S)</li> <li>• Boys' Writing Group &amp; Girls' Maths Group.(P)</li> <li>• It was noticed that girls seemed to achieve better in national assessments for writing. This matter was addressed by staff.(P)</li> </ul>
3e	Assessing teaching materials such as texts in English or examples in Maths for bias towards one gender	9	28	7	0	<p>2009</p> <ul style="list-style-type: none"> <li>• Reviewing resources in development plan.(N)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• Issue of stereotypes addressed in English and PSE.(S)</li> <li>• Specific library texts purchased for boys.(S)</li> <li>• Purchased resources from Barrington Stoke to address gender bias issues.(P)</li> <li>• Replaced Reading Scheme which had gender issues.(P)</li> <li>• Teaching material selected which gives examples of both sexes and different races and religions(Sp)</li> </ul>
2e	Challenging gendered uptake of work experience placements	2	11	7	0	<p>2009</p> <ul style="list-style-type: none"> <li>• School invites parents in on a weekly basis. Supported well by both fathers and mothers. Provision of creche</li> </ul>

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						<p>supports this.</p> <p>2008</p> <ul style="list-style-type: none"> <li>• Raising issues at SE and promoting equal opportunities.(S)</li> <li>• PT(Careers) attempts to bring in parents/FPs to give "Career of the Month" talks.(S)</li> <li>• Parents club, committee, help on outings by fathers.(N)</li> </ul>
2e	Promoting the involvement of fathers as well as mothers	11	29	7	1	<p>2009</p> <ul style="list-style-type: none"> <li>• Fathers and Grandfathers invited to Scottish Tea dance.(P)</li> <li>• Dads attend weekly READ takehome library events.(P)</li> <li>• Encourage any significant male role models, brothers, uncles etc to engage in the enterprise activities.(P)</li> <li>• Encourage Fathers/Male role models to read to children during World book week.(P)</li> <li>• School runs <i>dads and lads</i> library sessions very successfully.(P)</li> <li>• School holds an annual mother's day and father's day.(P)</li> <li>• Fathers involved in the Nursery.(P)</li> <li>• PTA organise gardening mornings at the weekend to encourage fathers to attend.(P)</li> <li>• Fathers involved in PTA..(S)</li> <li>• Attendance at Parents' Evenings and individual interviews is well balanced.(S)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• All parents are encouraged to attend meetings and to take part in nursery events and activities according to their own interests.(N)</li> <li>• Dad's Project (Working for Families) was invited to our</li> </ul>

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						<p>Parents Open Evening. This generated a lot of interest from fathers attending the evening and positive feedback was received.(N)</p> <ul style="list-style-type: none"> <li>• Teacher Pupil Parent Project open to both sexes. Fathers bring sons to Netball Matches; Open Mornings P1-3</li> <li>• Done during Health Week.(P)</li> <li>• We had a mother's day event and are planning on having a bring your Dad to school day for father's Day in June.(P)</li> <li>• Gardening Morning specifically aimed at fathers.(P)</li> <li>• Parent Council office bearers are mainly fathers and we have a pool of visiting experts -including fathers. Fathers are also included for extra curricular activities.(P)</li> </ul>
1a, 1b	Ensuring that policies and practices as employers promote equality between male and female staff	10	33	8	2	<p>2009</p> <ul style="list-style-type: none"> <li>• 4 job share posts support career and family choices</li> <li>• Paternity leave taken up by staff member.(P)</li> </ul> <p>2008</p> <ul style="list-style-type: none"> <li>• All policies including equality policies are reviewed regularly.(P)</li> <li>• The views of all staff are taken into account when reviewing policies.(N)</li> <li>• All CPD and workload spread evenly amongst male and female staff. The centre promotes equal opportunities at all times including recruitment.(Sp)</li> </ul>