

**REPORT TO: EDUCATION COMMITTEE - 25 JUNE 2007**

**REPORT ON: GENDER EQUALITY SCHEME**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NUMBER: 358 - 2007**

## 1.0 PURPOSE OF REPORT

To seek approval for the Education Department Gender Equality Scheme 2007-2010

## 2.0 RECOMMENDATIONS

It is recommended that the Committee approve:

- (i) the Education Department Gender Equality Scheme 2007-2010 which is directly linked with the Council's Gender Equality Scheme 2007-2010 and its plain English executive summary. These documents set out how Dundee City Council plans to meet its duties under Equality Act 2006 and fulfil its commitment to gender equality and diversity as a Council and as a partner in Dundee Equality and Diversity Partnership.

## 3.0 FINANCIAL IMPLICATIONS

3.1 The financial implications associated with the scheme are as follows:

- (i) consultation events regarding the development and review of the scheme
- (ii) publication of the scheme
- (iii) training for gender equality

These costs will require to be met within existing resources

## 4.0 SUSTAINABLE POLICY IMPLICATIONS

4.1 Sustainable Policy Implications: There are none.

4.2 Strategic Environmental Assessment: This scheme falls outwith the scope of Strategic Environmental Assessment.

4.3 Anti-Poverty: The Gender Equality Scheme addresses the following anti poverty and social inclusion themes:

- Meeting needs
- Social Inclusion

## 5.0 EQUAL OPPORTUNITIES IMPLICATIONS

The Gender Equality Scheme sets out how we will:

- prevent discrimination and harassment on grounds of gender
- promote gender equality

An Equality Impact Assessment Screening has been completed and the Scheme has been assessed as having a low adverse impact on equality groups.

## 6.0 CONTEXT

6.1 The Dundee Partnership Community Plan 2005 -2010 sets out a vision that, through the Partnership, real choice and opportunity will be offered in a city to tackle the root causes of social and economic exclusion and create a community which is healthy, safe, confident and empowered. It also states that Dundee will ensure that, regardless of social or economic background, everyone has the chance to play a full part in the life of the city.

- 6.2 The Equality Act 2006 which amended the Sex Discrimination Act 1975 and created the Gender Equality Duty sets out new general and specific duties for all public authorities.
- 6.3 The Gender Equality Duty places the general duty on Dundee City Council from April 2007 to have due regard to the need to:
- eliminate unlawful discrimination and harassment; and
  - promote equality of opportunity between men and women.
- 6.4 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 parent's 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. This must be published by the 29th June 2007.
  - publish an equal pay policy statement and report on progress every three years. This must be published by the 28th September 2007.
- 6.5 The Gender Equality Duty requires that our gender equality scheme sets out:
- our gender equality objectives, and what evidence has been used to develop these objectives
  - how we will gather information to monitor change, in terms of employment (if the organisation is responsible for employing staff) and service delivery
  - how we have consulted staff and service users in setting objectives
  - how we will assess the impact of the organisation's policies and practices on gender equality
  - what action we will take to meet your objectives over the next three years.
- 6.6 Education authorities are required to produce a distinct gender equality scheme and equal pay statement. In addition to this, education authorities in Scotland have a responsibility to ensure that the schools they manage:
- gather information on the effects of their policies and practices on gender equality
  - assess the impact of those policies and practices on gender equality, carry out steps to meet the duty in line with the education authority scheme, and
  - report on these activities.

The Education Department Gender Equality Scheme 2007-2010 is appended to this report

## 7.0 CONSULTATIONS

The Chief Executive, Depute Chief Executive (Support Services) and Depute Chief Executive (Finance) have been consulted with respect to the proposal brought forward in this Report. The Corporate Equality Task Groups and Dundee Equalities Forum have been involved in drawing up these schemes. Full public consultation took place through the Equality and Diversity Partnership on Tuesday 29th May at the Marryat Hall. Consultation with the Trade Unions and employees also took place. Pupil consultation took place through a joint exercise with representatives from Dundee and Angus schools.

## 8.0 BACKGROUND PAPERS

This report has been informed by the following publications from the Equal Opportunities Commission:

- ***Gender Equality Duty: Code of Practice Scotland***
- ***GENDER EQUALITY DUTY Scottish Guidance for Local Government***
- ***Approach and criteria for Gender Equality Duty monitoring and enforcement in Scotland***

ANNE WILSON  
Director of Education

15 June 2007

**EDUCATION  
GENDER EQUALITY SCHEME  
2007-2010**

**June 2007**

Dundee City Council  
Education Department

**LEAD OFFICER - Jim Gibson  
Head of Support for Learning**

**REVIEW DATE - June 2010**

**REPORTING DATES - June Annually**

**Gender Equality Scheme  
for  
Dundee City Council Education Department**

Gender Equality Scheme implemented from June 2007  
**Review Date: June 2010**

If you have been the victim of gender discrimination or want further information, please contact, in the first instance,

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## **FOREWORD**

Dundee City Council Education Department welcomes the opportunity that the new Gender Equality Duty offers to refocus the efforts of public bodies in the delivery of better services and opportunities.

As a Local Authority, Dundee City Council is committed to eliminating discrimination and harassment and wishes to promote equality between girls and boys, men and women. Our aim is to understand and dismantle the barriers which exclude and limit the life chances of people. We want to promote good practice in our pursuit of inclusive schooling in an inclusive society.

The Race, Disability and Gender Equality Duties will help to raise the profile of equality across educational establishments and with our partners.

Our overall aim is to make sure that equality is always considered whether we are making policy, providing education or employing people.

We are pleased to publish our Departmental Gender Equality Scheme which lies alongside the corporate Gender Equality Scheme and welcome your continued feedback and involvement.

**Anne Wilson**

**Director of Education**

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This document is available on request in:

- Braille, large print, audio tape, electronic format
- Minority languages translation

## **Dundee City Council Education Department's Gender Equality Scheme 2007-2010**

### **Executive Summary**

The Gender Equality Duty (GED) was created by the Equality Act 2006. This Act amends the Sex Discrimination Act 1975 to place a statutory duty on public bodies, when carrying out their functions, to have due regard to the need to:

- a) eliminate unlawful discrimination and harassment, and
- b) promote equality of opportunity between men and women

Unlawful discrimination means:

- direct and indirect discrimination against men and women, in employment and education, in goods, facilities and services and in the exercise of public functions;
- harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave;
- discrimination on the grounds of gender reassignment in employment and vocational training;
- direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner;
- victimisation

All public authorities in Scotland, from 6 April 2007, must be able to evidence progress towards eliminating discrimination, as well as promoting equality between women and men. This requires public bodies to analyse which of their activities (employment, policy-making, service delivery, regulatory etc) could make a difference to gender equality, and to prioritise action to achieve clear outcomes.

As part of the duty, the Education Department must also publish a Gender Equality Scheme by July 2007.

Attached is our scheme which includes how we have:

- gathered information
- consulted stakeholders
- conducted impact assessments
- prepared action plans

We want to thank all those individuals and groups who took the time to tell us what they think of the educational provision during the writing of our Scheme.



We will continue to welcome the views of young people, their families/carers and employees through the Council's contact centre:

- By telephone to 'Customer Services Team' Number 01382 433308
- By e-mail to [customerservices@dundeecity.gov.uk](mailto:customerservices@dundeecity.gov.uk)
- By post to Customer Services Team, Freepost TY 487, Floor 2 Tayside House, Dundee, DD1 3RB.

Please let us know what you think of the Scheme, and our plans for using the information we have gathered.

You can view the full scheme on our website at [www.dundeecity.gov.uk](http://www.dundeecity.gov.uk)

## **1.0 Introduction**

- 1.1 This Gender Equality Scheme sets out how the Education Department has involved people of both genders in setting targets on what the Education Department will do to achieve its vision relating to gender equality in Dundee's education establishments.

## **2.0 Background**

- 2.1 Under the Gender Equality Duty Code of Practice Scotland, Dundee City Council has a specific duty to produce a Gender Equality Scheme. Within this corporate Gender Equality Scheme, the Education Department is required to produce a discrete Gender Equality Scheme.
- 2.2 This specific duty for education is about including gender equality into the culture of educational establishments in practical and demonstrated ways. This means being proactive from the outset rather than focusing on individualised responses to particular circumstances.
- 2.3 The Education Authority Gender Equality Scheme has been developed within the framework of Dundee City Council's Gender Equality Scheme. The Gender Equality Scheme is a 3-year plan which will show how the Education Authority will meet its specific duty to promote gender equality. It is designed to provide the Education Authority with a clear focus on gender equality across the full range of its activities and has explicit links with policies relating to all aspects of equality, gender and to other relevant policies and strategies.
- 2.4 It applies to all educational establishments, services and projects under the management of the Education Authority and to all aspects of education within these establishments.
- 2.5 All forms of gender discrimination are unacceptable and will not be tolerated within Dundee City Council's (DCC) educational establishments.

## 3.0 Vision and Aims

- 3.1 As a Department of Dundee City Council, the Education Department is committed to the Council's corporate Gender Equality Scheme 2007 - 2010, "Discover Gender Equality and Diversity in Dundee".
- 3.2 The Education Department is committed to promoting the highest standards of achievement, ethos and partnership at all levels and in all sectors and services within the Department. This approach helps to make Dundee, City of Discovery, a place where learning contributes significantly to the well-being of the city and all its citizens, individually and collectively.
- 3.3 These are the shared aims for everyone in the Education Department. Every member of staff has a key role to play and a valuable contribution to make in achieving these aims.
- 3.4 Through the work of all staff in all establishments and services, the Education Department aims to
  - ensure that all learners achieve their highest potential
  - ensure equality of opportunity for all
  - raise aspiration by promoting confidence and self-esteem in all of our pupils
  - promote a culture where everyone is valued equally and all achievements are recognised
  - ensure that all learners experience the broadest range of personal development opportunities
  - work in partnership with the home, the community and other services
  - develop an inclusive ethos which supports all staff in providing the highest quality education services

## 4.0 Gender Legislation

4.1 The Gender Equality Duty (GED) was created by the Equality Act 2006. This Act amends the Sex Discrimination Act 1975. This sets out new general and specific duties for all public authorities.

4.2 The general duty to promote gender equality has the following parts:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

4.3 In addition to this general duty there are specific duties laid down. These set out the specific steps to be undertaken to fulfil the general duty. The specific duties require listed bodies to:

- gather information on how their work affects women and men, boys and girls
- consult employees, service users, trade unions and other stakeholders such as parent groups and the local community
- assess the different impact of policies and practices on both sexes and use this information to inform their 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
- publish an equal pay policy statement and report on progress every three years

### 4.5 **Specific duty applying to the Education Authority.**

The Education Authority must

- publish a Gender Equality Scheme
- involve young people, parents and staff in the development of the scheme
- carry out impact assessments of its policies and practices, or the likely impact of its proposed policies and practices,
- make arrangements for gathering relevant information
- develop an 'action plan' for implementation of the Gender Equality Scheme
- take the steps set out in its action plan, within three years
- publish an annual report
- maintain copies of the Council's Gender Equality Scheme.

#### 4.5 **Specific duty applying to educational establishments:**

Establishments must

- assess the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality for children and staff
- gather information on the effects of its policies and practices and the educational opportunities available to children and young people
- provide an annual report in respect of the above two bullet points  
- 1st Annual Report due by 29th June 2008
- carry out any relevant steps from the Education Authority Gender Equality Scheme as described in the priorities for action
- maintain a copy of the Department's Gender Equality Scheme

## 5.0 Pupil Population

5.1 Dundee City Council Education Authority provides statutory education for almost 20,000 pupils in 1 Special school, 10 Secondary schools and 40 primary schools.

Pre-school education is provided for almost 3000 children in 13 Education Authority nurseries, 21 nursery classes in primary schools and 23 partner providers.

5.2 Dundee City Council Education Department employs approximately 4,500 persons.

### **Priorities for Action**

- review recording processes to identify areas where data which could indicate effects of gender bias could be gathered
- ensure that ICT provision allows the Department to access, monitor, evaluate and review gender data on staff in terms of recruitment, retention and career progression to enable appropriate action to be taken

## **6.0 Mainstreaming Approach to Equality and Diversity and Equality Impact Assessment**

The Council Generic Equality and Diversity Scheme outlines the processes involved in mainstreaming and how we intend to achieve them.

### **6.1 Equality Impact Assessment**

The Council has screened all of its policies for adverse impact as outlined in our Equalities Impact Assessment Toolkit. The toolkit and results of the screening can be viewed on the following Council Equality and Diversity web pages

<http://www.dundee.gov.uk/equanddiv/eiatoolkit.pdf>

<http://www.dundee.gov.uk/equanddiv/eqimpassscreen.pdf>.

6.2 This screening has contributed to the aims of the Education Department as it:

- is a long-term strategy that aims to make sure that policy-making is fully sensitive to the diverse needs and experience of children and young people in Dundee
- tackles structures that may contribute to inequality
- avoids policy and programmes being adopted that continue existing inequalities or makes them worse

6.3 Appendix 2 illustrates how equality can be built into policies in the development phase.

## **7.0 Roles & Responsibilities in Ensuring Gender Equality and Eliminating Discrimination**

7.1 It is the responsibility of everyone to ensure that gender equality is implemented effectively in Dundee City Council Education Department. However, there are very specific responsibilities for certain members of the Department.

### **7.2 It is the responsibility of the Education Department's Senior Management Team to;**

- a. designate a Senior Officer to monitor progress in key areas of gender equality
- b. maintain, communicate, implement and monitor the Gender Equality Scheme
- c. ensure arrangements are in place for each educational establishment to gather relevant information
- d. ensure that all staff within establishments are aware of the Gender Equality Scheme
- e. raise awareness of issues related to gender equality
- f. provide direction and guidance on procedures and strategies
- g. provide a confidential service where people can access information and report incidents
- h. ensure that all establishments operate within the policy and procedures
- i. cause policies, procedures and ethos to be monitored and reviewed, using impact assessment procedures in each establishment
- j. report to the Education Committee of Dundee City Council, as required
- k. to be an active partner in the work of Gender Action Group
- l. collate relevant statistics in appropriate formats which do not identify individual people
- m. provide in-service training and staff development opportunities
- n. provide information in plain English and with appropriate translation

### **7.3 It is the responsibility of management in every education establishment to;**

- a. identify a member of senior staff as lead professional for gender equality - it is recommended that a single Equalities Co-ordinator role be designated with overall responsibilities for the equalities agenda



- b. inform all staff, parents, pupils and users of the existence of the Scheme
- c. inform all staff, parents, pupils and users of the procedures for implementing the Scheme
- d. ensure that new members of staff, supply teachers etc are made aware of the Scheme and its implications
- e. brief staff on gender equality issues and annual progress
- f. ensure that pupils, parents and staff have mechanisms through which discussion, impact assessment, consultation and development can take place
- g. create an ethos and appropriate procedures whereby the community feels empowered to challenge gender discrimination
- h. inform all staff, parents, pupils and users of relevant sources of support
- i. build appropriate review processes, including gender impact assessments, into development plans and procedures
- j. draw up action plans to address the results of the review process
- k. work in partnership with the Parent Councils, Parent Teacher Association and other parent groups
- l. put measures in place to respond appropriately to identified trends or incidents
- m. refuse to tolerate any form of gender discrimination of pupils or staff .
- n. embed proactive work through the curriculum, school and city-wide Pupil Councils and policies such as those on Attainment and Staffing
- o. identify training needs with all employees
- p. address training needs of employees
- q. monitor uptake, quality, relevance and impact of training offered

**7.4 All staff members in Education Establishments are expected to**

- a. create an ethos where everyone feels valued and safe from discrimination and inequality
- b. challenge discrimination and promote gender equality through the curriculum and working practices
- c. take up staff development and training opportunities which are relevant to them

**7.5 It is the responsibility of the Lead Professional for gender equality to:**

- a. oversee the policy/scheme and its implementation
- b. ensure that gender equality is considered in all policy-making within the establishment

- c. attend specific training as necessary
- d. submit Annual Reports to the Education Department
- e. assist the management team to monitor and analyse the Annual Report
- f. support the development of a positive establishment ethos

**7.6 and, in consultation with the Staff Development Coordinator, to;**

- g. disseminate information about relevant staff development opportunities related to Gender Equality
- h. encourage staff to attend appropriate courses related to Gender Equality
- i. monitor, according to gender, those who take up training and development opportunities
- j. ensure gender equality in terms of access to and uptake of training and development opportunities

## 8.0 Fulfilling the General Duty

- 8.1 The Education Department has due regard to the need to
- eliminate discrimination which is unlawful under the GED
  - promote equality of opportunity between genders
- 8.2 The Education Department will
- provide information, guidelines and training
  - consult and involve pupils, parents and staff in all relevant matters
- 8.3 The Education Department recognises that the curriculum - formal, informal and hidden - is a powerful tool through which to eliminate inequalities and gender discrimination.
- 8.4 This will include the following continuing priorities for the Department and its establishments.
- 8.5 Our establishments provide a quality learning experience for all children and young people appropriate to their age, stage of development, abilities, skills and potential in partnership with parents and carers
- 8.6 Establishments regularly plan, deliver and evaluate suitable curricular inputs at all stages from nursery through to secondary designed to inform all children and young people about Department's Gender Equality Scheme.

### **Priorities for Action**

- re-assess each establishment's aims, ethos, behaviour, policies and procedures to acknowledge the collective responsibility of the whole learning community in tackling gender discrimination and promoting gender equality
- take steps to ensure that all people are treated with equal value and respect in all establishments
- ensure that the images and attitudes displayed broaden understanding about gender and promote gender equality

## 9.0 Fulfilling the Specific Duty

### 9.1 Involvement of People

- 9.1.1 Consultation with pupil groups has been undertaken within the Education Department in conjunction with Angus Council Education Department. Appendix 1 provides details of results of the consultation and involvement process. This process is ongoing and will continue to inform the planning process and policy development.
- 9.1.2 There has been a corporate event which in which the Education Department participated to involve members of the wider community including parents in contributing to the corporate and Education Departmental Gender Equality Schemes. (ref Appendix 1)
- 9.1.5 Consultation exercises with children and young people are regularly carried out as part of the City-Wide Pupil Council arrangements.

#### **Priorities for Action**

- bring together pupils who wish to participate in further 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
- make use of the responses provided by pupils to inform school staff, redesign service delivery and eliminate discrimination
- 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

### 9.2 Planning and developing policy

- 9.2.1 As part of the Education Department's Quality Improvement Strategy (revised 2004) systems are in place to assess the impact of policy development on gender equality issues. The Education Department will use the DCC Equality Impact Assessment Toolkit to assess all existing policies.

#### **Priorities for Action for the Department**

- all current and future policies will be screened and reviewed to assess their impact on different genders
- all current policies will be further developed, as indicated by the

results from assessment, to ensure that the impact on gender equality is positive

- the assessment, monitoring and setting of targets relating to gender equality will be integrated into the annual cycle of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation
- the Education Department will monitor and consider impact assessments to identify trends and patterns. Assessments will be informed by feedback from staff, pupils and parents
- provide training and support to individuals and establishments to allow them to do what is required
- the Gender Equality Scheme will be reviewed and revised on a three-yearly cycle and adjusted, as appropriate, by the Senior Management annually

### **9.2.2 As part of each educational establishment's improvement strategy, the following priorities will be set**

#### **Priorities for Action for Establishments**

- audit tools such as How Good is Our School will be used to evaluate the impact of the Gender Equality Scheme, set targets and inform next steps
- gender equality impact assessment will be built into all policy planning and development processes
- establishments will assess the impact of all relevant policies including the Gender Equality Scheme  
(ref guidance in Appendix 2)

### **9.3 Monitoring and Evaluation is a key part of the implementation process.**

#### **Priorities for Action - Monitoring and Evaluation**

- data collected - including attainment in 5 -14 National Assessments and SQA results - will be reviewed and analysed by schools and the Department annually.

### **9.4 Reviewing and assessing the impact of policies**

9.4.1 Integral to the Education Department Development Plan is an on-going cycle of policy review. As part of this process, all policies and strategies are monitored, reviewed, evaluated and updated.

9.4.2 This process now includes an impact assessment strategy whereby there is a particular focus on how the policy impacts on pupils, staff,

parents and community members. This impact might be neutral, positive or negative, each requiring different action. In addition to this, every new relevant policy will be subject to scrutiny using the DCC impact assessment toolkit to facilitate this process. This may result in review of policies, the curriculum and other aspects of life in educational establishments.

### **Priorities for Action**

- Departmental and establishment policies will be prioritised by their relevance to gender equality. From June to December 2007, relevant current policies will be further assessed for their impact on pupils, parents and staff.
- Policies will be revised, where it is appropriate and necessary to do so, in light of this assessment from January 2008 and improvements will be implemented.
- From August 2007, all new policies will be impact-assessed during development and thereafter through the review cycle.

## **9.5 Learning and Teaching**

9.5.1 Learning and teaching is about much more than academic attainment. In Dundee, all achievement is valued. The Performing Arts are given a high profile and participation is encouraged and supported. Barriers which could prevent children and young people with a gender issue will continue to be addressed.

9.5.2 The Education Department will ensure that gender equality is appropriately addressed through learning and teaching. The Department will encourage staff and provide training so that gender equality can be promoted effectively.

9.5.4 Appropriately and effectively supported by training and resources, it is the responsibility of all who are involved in education establishments to ensure gender equality is addressed at individual level, classroom level, at establishment level and at Education Department level.

## **9.6 Staff Development and Training**

9.6.1 Staff development and training will be developed in partnership between the Education Department, DCC Personnel Department, the Educational Development Service and CPD providers.

9.6.2 Dundee City Council and Dundee Education Department are committed to providing gender equality training and development. The Education Department is responsible for ensuring that all staff are offered support and training in the delivery of the Gender Equality Scheme. Staff development and training is available to all staff wishing to further address the issue.

9.6.3 All teachers have a Continuous Professional Development (CPD) plan/record which charts staff development undertaken by each member of staff. Staff Development and Review is in place for all staff in establishments.

### **Priorities for Action**

- 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.
- Access to, take up of and feedback from gender-relevant training will be monitored to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents.
- All appropriate stakeholders will receive annual updates on the progress of the Gender Equality Scheme.
- The Department and establishment managers will ensure that staff are introduced to the Department's Scheme. This will ensure consistency and understanding of the issues and procedures relating to gender equality.
- Management of educational establishments will update all staff on gender equality issues annually. Principally, this will be achieved by distribution of the school's annual report.
- The Department will continue to offer such staff development opportunities either centrally through the Staff Development Directory or in individual establishments on request.

## **9.7 Employment**

9.7.1 The Education Department has a duty to assess and monitor the impact of their policies on staff. This will help to make the workforce more representative of the communities within Dundee, improve staff morale, encourage loyalty, and widen the knowledge and skills base.

9.7.3 The Dundee City Council Personnel Department oversees employment issues for all departments within the Council. The Education Department has a Staffing section which deals with the day to day staffing issues in education establishments and services.

9.7.4 Staff Recruitment and Selection procedures ensure that staff - or potential staff - are not discriminated against on grounds of sex, race, colour, ethnic origin, marital status, gender, sexuality, age, religious belief, trade union activity, responsibility for dependents, employment status or HIV status in line with the Council's Personnel Department policies.

9.7.5 Applications for employment and promotion are monitored by the DCC Personnel Department which also monitors other aspects of employment such as training, performance monitoring, grievance and disciplinary procedures and reasons for the cessation of employment in establishments. New IT systems are being introduced to allow the Personnel Department to monitor and follow up these statistics effectively.

**Priorities for Action**

- The Education Department will work closely with the Personnel Department to fully implement the Priorities for Actions as contained and published in the Councils Corporate Equality Scheme.
- 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.
- Analyse information gathered from applicants and employees in order to identify and address areas of gender imbalance.



## 10.0 POLICY AND COMMUNICATION

- 10.1 The Department is committed to ensuring that all **communication** to stakeholders is made as accessible as possible through
- the language and formats used
  - the methods of delivery
  - offering opportunities for interpretation or translation into other languages or formats as requested
- 10.2 The Department is committed to ensuring that all stakeholders are consulted, involved and informed
- through partnerships with parents, staff, Schools Boards and community organisations
  - through focus groups for parents, staff and pupils
  - through further development of the Communication Strategy
- 10.3 A range of awareness-raising opportunities will be taken to promote the Gender Equality Scheme.
- 10.4 Every establishment must ensure that the Dundee City Council Education Department Gender Equality Scheme is available to all staff, pupils, service users and parents. It is the responsibility of each establishment to ensure that the scheme is delivered through
- school development plans and handbooks
  - regular updates in newsletters
  - specific equal opportunities initiatives such as awareness-raising events
  - parents' meetings, public meetings and pupil councils
  - staff development events
- 10.5 The Scheme will be sent to all education establishments, Parent Councils, Dundee Educational Psychology Service, Multi-Sensory Service, Bi-Lingual Pupils' Support Service, and Home School Support Service. It is available on the DCC web-site. It is also available, from Floor 8 Tayside House. The Department's Senior Management Team will monitor the effectiveness of the Gender Equality Scheme by established, evidence-informed, quality assurance processes. These will also include focus groups of parents, pupils, staff and others, surveys and external evaluation.
- 10.6 The Gender Equality Scheme will be reviewed by June 2010.

### **Service Monitoring**

- 10.7 The Education Department has participated in corporate training to equip it in the preparation of equality monitoring action plans, which

should outline the priorities for collection of gender data, analysis of such and identification of positive actions.

10.8 Each establishment's equality action monitoring plan will set out their strategy for:

- Data collection
- Data analysis
- Integration of findings and actions into development plans

10.9 Breaches of equalities schemes will be dealt with by established, formal procedures - as appropriate to pupils, staff, visitors, contractors and other individuals and groups.

## Gender Equality and Diversity Scheme

### Consultation Process - Pupils

Following discussion, delegates were invited to identify the five most important issues. The issues and voting numbers are as follows:-

### What changes, if any, should schools make to ensure improved gender equality?

- Bonding sessions 10
- Teachers to be more consistent when dealing with behaviour of boys and girls 7
- Equal toilet rights 7
- Monitor disciplinary actions to make sure the punishment is based on the incident rather than gender 7
- Subject/careers choice - more encouragement e.g. males for HE 6
- PE sports choice - boys and girls encouraged to play different sports 6
- PE classes to be split by gender 5
- Uniform choices different for genders 3
- Overall we believe that any changes would mean a different inequality 3
- Try encouraging violence to stop as a whole to reduce the chances of male teachers being falsely accused 2
- Set choices for work experience for males and females 2
- Assertiveness training for girls 2
- More gender equality in departments 2
- Class [plans should appeal to boys and girls 2
- Push boys to achieve more when they are young. Give them more confidence 2
- Break the stereotypes on career days 1
- Investigate role models 1
- Names of school areas - identified but not scored
- Encourage boys to eat healthier foods - identified but not scored
- Teachers should modernise their views - identified but not scored

### In what ways are boys and girls treated differently?

- Boys harsher disciplined 11
- Girls expected to work harder and behave better 8
- Classes split by gender in PE 6
- Choices of sport is split - boys football, girls netball 5
- Teachers- if two girls fight, teachers can't interfere due to legal reasons but a female teacher can stop two boys 5

- Old fashioned trends still evident in some subject choices 5
- Boys get more encouragement to keep on track 4
- Teachers treat boys and girls differently according to maturity-generalised instead of seeing individuals 4
- Girls more likely to be allowed to go to the toilet 4
- Work experience choices 4
- Teachers more lenient with girls 3
- Boys get blamed before girls 3
- Boys more likely to get kicked out for fighting 2
- Males get more praise for achievement 2
- Different expectations in subjects 1
- Boys seen as less trustworthy 1
- Girls get more attention in Art Marked late if you are a boy - identified but not scored
- Boys always asked to do technical errands - identified but not scored
- Some teachers are intimidated by boys therefore they get more leeway - identified but not scored
- Easier for girls to do well - less slagging - identified but not scored
- Teachers have different expectations of boys than girls - identified but not scored

### **Consultation Process - Staff**

The draft policy was circulated by email to all staff and comments sought.

### **Consultation Process - Wider community including parents**

Following discussion, delegates were invited to identify the most important issues.

- Language is important when describing subject choices and future career choices for young people. For example, the use of the description, “harder or softer” subject choice or career choice may be inappropriate.
- Given the typical preponderance of male and female students choosing specific courses at further education college, advice should be given at secondary school
- Particular attention should be given to young people during the transition period between primary and secondary school as this may be time when stereotypical values are consolidated by young people through, for example, the media, their peers and the wider community.

- Young people should contribute to the debate and solution to gender inequality. There should be a greater emphasis on actively engaging young people and including their views in policy and procedure.
- Careers Scotland may have a greater role to play in explaining the diversity of opportunity and choice of career for young people.
- Teachers should address the issues pertaining to gender inequality at teacher training level.
- Schools should work in partnership with other service providers in addressing gender inequality.

### **Consultation Process - Extended School Reviews**

As part of the process of Extended School Reviews, Focus Groups are set up in each establishment. There is a variety of different focus groups each designed to seek the views of a particular group of service users i.e.

- parents
- pupils
- promoted staff
- support staff

The outcome of each focus group is then incorporated in the feedback to the school and forms part of the recommendations for development.

## **Building equality into policies**

All current policies should be reviewed to assess their impact on Gender Equality. The statements below can be used to take account of equality in policies and to ensure that all policies contribute to ensuring equality and the elimination of discrimination. The Equalities Co-ordinator - to be established in all centres and services - will have a pivotal role in ensuring that gender equality is at the heart of decision-making in educational establishments so that decisions taken are not deleterious to any group of people.

### **General**

- Checks are in place to make sure that relevant policies are not having an adverse impact on pupils, staff or parents
- Relevant policies describe how potential differences will be addressed e.g. differences in attainment between different gender groups

### **Policies on attainment, progress and assessment**

- There high expectations for all pupils
- There are measures in place to address under-achievement and additional support needs
- All members of staff are committed to encouraging and helping all pupils achieve the highest standards
- Different kinds of achievement are recognised and valued
- Pupils' attainment and progress should be monitored by gender
- Information on pupil attainment is analysed to identify trends and patterns of underachievement

### **Policies on behaviour, discipline and exclusion**

- Procedures for disciplining pupils and managing behaviour are fair to all pupils
- Rewards and sanctions should be used consistently
- Exclusion data are analysed to identify any patterns or trends
- Strategies for the integration of long-term truants and excluded pupils are supportive to all pupils

### **Policies on admission and attendance**

- Admission policy means admission to establishments is equally open to all pupils
- Placing requests will be monitored to make sure that procedures are applied consistently and fairly to applicants
- School absence is monitored for pupils

## **Policies on the curriculum**

- Aspects of the curriculum include the principle of gender equality and recognise and value diversity
- The curriculum is planned to include time to discuss gender equality and diversity
- Pupils get the opportunity to explore questions of identity and gender equality
- The curriculum is evaluated and assessed to determine how best pupils can achieve their full potential
- Extra-curricular activities and events must cater for the interests and abilities of all pupils, and take account of the needs and wishes of children and young people regardless of gender

## **Policies on personal development and pastoral care**

- Pastoral support is structured to take account of gender
- Post-16 options are monitored and improved to ensure that all pupils can consider the full range
- Work experience placements are monitored for gender bias
- Support is given to victims of discrimination through the school or with help from outside agencies

## **Policies on teaching and learning**

- The learning environment is a place where all pupils, staff members and parents can contribute fully and feel valued
- Teaching styles and approaches take account of pupils' gender and learning styles
- Pupils are encouraged to make connections within the school community and with the wider community
- Stereotypes are challenged in the educational establishment
- Pupils gain understanding and knowledge to allow them to recognise prejudice and reject discrimination
- Pupils are prepared for life in the wider community

## **Staff Development and Review**

- All members of staff are helped to develop and reach their full potential

## **Policies on working with parents and guardians and with communities**

- Steps are taken to encourage all parents and carers to take part in the life of the school
- Gender equality is promoted in the school and community
- Steps are taken to prevent and deal with gender discrimination
- Information and material for parents and carers is clear and understandable
- Information is made available (where necessary) in special formats

## **Policies on gender harassment, bullying and school values**

- Good home-school relations are developed and maintained
- Steps are taken to prevent gender discrimination
- Training is given to staff to make sure they know how to deal firmly, consistently and effectively with incidents or gender harassment
- Work is undertaken by the education authority and others to promote gender equality in the educational establishment and in the local area

## Policy Impact Assessment

### Questions to ask in assessing the equality impact of policy

- 1 Does the policy discriminate directly against an equality group? **If it does, immediate legal advice should be sought as this is illegal.**
- 2 Does the policy discriminate indirectly against an equality group? Is this justified?
- 3 Does the policy promote equality of opportunity?
- 4 Does the policy promote good relations toward and between equality groups?
- 5 Is there evidence or reason to believe that equality groups are differently affected?
- 6 Is there evidence to suggest that the policy has an adverse impact on an equality group? Is this justified?
- 7 Is there public concern about potential discriminatory practices?
- 8 Are there concerns about this policy in relation to DCC equality standards?



## Action Plan Appendix 3

Dundee City Council Education Department  
Gender Equality Scheme 2007-10

### Action Plan

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 tables outline the action points arising from the priorities for action detailed within the above Gender Equality Scheme and the responsible lead officers.

1	<b>Policy</b>	Lead Officer	Due date
1a	Establishments will assess the impact of all relevant policies including the Gender Equality Scheme (ref Appendix 2 above)	Head Teachers	Ongoing
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, J Gibson	Ongoing
1c	Equality impact assessment will be built into all policy planning and development processes	J Gibson	Ongoing
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	J Gibson	

2	<b>Consultation/communication</b>	Lead Officer	Due date
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.	J Broadfoot	April/May 2007  Ongoing
2b	Creatively extend the opportunities for children and young people to be involved through continued use	S Clarke	Ongoing

	of the Pupil Councils - both city-wide and school-based - and monitor the Councils to ensure a balance of gender.		
2c	Make use of the responses provided by pupil surveys to inform school staff, of issues related to gender inequality	Head Teachers	
2e	All staff, School Boards 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, K McAra L Thomson	Annually
2f	Education Department and all schools will provide information on progress on implementing the Gender Equality Scheme	SMT, Head Teachers	

3	<b>Training</b>	Lead Officer	Due date
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.	K McAra, J Broadfoot	Ongoing
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, J Gibson	Ongoing
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
3e	Ensure that the images and attitudes displayed promote gender equality	Head Teachers, L Thomson	Ongoing

4	<b>Information Processing</b>	Lead Officer	Due date
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	J Gibson	Annually

	keeping under review gender equality in the attainment and achievement of pupils.		
4c	The Education Department will monitor and consider impact assessments to identify trends and patterns.	J Gibson	Annually
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.	K McAra	Annually
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.	J Broadfoot, J Robertson, L Thomson	Ongoing
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	J Robertson, M McLeod	Dec 09
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	F McCarthy, P Clancy	Ongoing
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	D Gavine	Annually