

REPORT TO: EDUCATION COMMITTEE - 23 JUNE 2008

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

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 342-2008

1.0 PURPOSE OF REPORT

1.1 The 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 2008 (Appendix 1)*.

3.0 FINANCIAL IMPLICATIONS

None

4.0 MAIN TEXT

4.1 Reference is made to Committee Report 358-2007 which detailed content of the Education Department's Gender Equality Scheme published in June 2007 in order for the Council - as an Education Authority - to meet its statutory Gender Equality Duty under the Equality Act 2006 which amended the Sex Discrimination Act 1975. Committee approved the Report which was closely linked to the Report which established the corporate Gender Equality and Diversity Scheme 2007-2010.

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 both general duties as applied to the Education Department and the schools managed by the Department. The following paragraphs summarise what is a huge range of activities as well as procedural and policy developments which are 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 2008*

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 and 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.

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 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.

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 parent's groups and the local community:

- 4.8.1 The corporate survey of staff staff satisfaction showed improvements across all indicators with respect to satisfaction rates. The Department had consistently high satisfaction rates.
- 4.8.2 Parent Councils are developing well in all schools across the city with the support of the Parental Involvement Officer. Parent Councils are frequently consulted with respect to policy development as were the predecessor School Boards and PTAs.
- 4.8.3 Focus groups of parents are consulted at every Extended Review of every school 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 survey is scheduled to be carried out during this year. The results will be analysed in detail 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 A training event for all Head Teachers and representatives of Departmental support services was held on 27 November 2007 to inform delegates in detail of the requirements of equalities legislation. The conference covered the following themes:
- Context and educational relevance of current equality provisions
 - Key legislative framework
 - The particular requirements of the 'Statutory Duties'
 - Practical issues to consider in schools
- 4.10 **Identify priorities and set gender equality objectives:** The Gender Equality Scheme clearly indicates the priority developments with respect to gender equality objectives within the action plan. This was published on 25 June 2007.
- 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. This must be published by the 29th June 2007:** This Committee Report is accompanied by the report (ref. Appendix 1) on the progress we are making towards completing our Gender Equality Scheme which was published on 25 June 2007.
- 4.13 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 year.

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

None

ANNE WILSON
Director of Education

DATE: 06 June 2008

Dundee City Council Education Department
 Gender Equality Scheme 2007-10
Action Plan - Progress Report June 2008

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	Policy	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	Head teachers routinely revise policies and procedures. Within this revision, they are taking steps to ensure that equality issues are appropriately dealt with. Training during this first year of the Gender Equality Scheme has concentrated on raising awareness among managers of the need to develop effective impact assessment processes.
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	Stemming from the ongoing review of policy within which addressing equality issues is a key component, schools and policy developers at authority level take care to assess the relative impact of new policy and policy revision on equality groups. This is ongoing work and it is fair to say that impact assessment is at an early stage of development.
1c	Equality impact assessment will be built into all policy planning and development processes	Head of Support for Learning	Ongoing	See above
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 represents the ongoing review and revision of the Gender Equality Scheme 2007-2010.

2	Consultation/communication	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. The School Pupil Councils and City Wide Pupil Council serve as the main focus for pupil participation in the forming of policies and practice.
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) is a representative pupil council which meets to raise and discuss educational issues from a pupil perspective. It involves predominantly but not exclusively senior pupils: S4 - S6. The CWPC meets regularly with the Director of Education.</p> <p>The CWPC is consulted both nationally and locally by various bodies such as Learning and Teaching Scotland, the Commissioner for Children and Young People, Dundee Partnership Child Protection Committee, attends Conferences prepares presentations and acts as a focal point for each secondary schools' 'Pupil Representative Council'.</p> <p>The CWPC meets every month throughout the academic year and in June each year schools appoint their own selected membership for the forthcoming academic year. Each school ensures male and female pupils attend in equal numbers. Whilst schools vary in their recruitment and selection procedures, the gender balance since the Councils' inception in 2000 reflects that since June 2007 to date. Of the ten City Wide Pupil Council meetings to April 2008, the average pupil attendance was 16.3 pupils per CWPC and where the highest attendance was 22 pupils and the lowest 8. In percentage terms this equalled 45.4% young women and 54.6% young men.</p> <p>The issues raised with the Director of Education at the recent meeting in February 2008, included (i) proposed school merger, (ii) pupil support workers,</p>

				<p>(iii) electronic registration, (iv) access to subject choice, (v) exam appeals and (vi) Private Public Partnerships These are universal issues and not gender-specific with the exception perhaps of access to subject choice.</p> <p>The gender equality implications reflected in the organisation and ongoing management of CWPC remain consistent with the specific intention to maintain a balance and, where the issues raised, are specific to the pupil view within the educational context in order that a voice representing all pupils - male and female - is heard.</p>
2c	Make use of the responses provided by pupil surveys to inform school staff, of issues related to gender inequality	Head Teachers		The currently awaited pupil survey results will be subject to analysis by the Information and Statistics Officer and that analysis will address findings that shed light on equality group responses.
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	Communication on a regular basis to inform of the issues and how they should be taken forward. As part of the most recent IPAA Conference, the Education Department organised a presentation for all head teachers on their equalities duties, which was followed up by practical workshop activities, highlighting their roles and responsibilities.
2f	Education Department and all schools will provide information on progress on implementing the Gender Equality Scheme	SMT, Head Teachers		This report represents the information on progress towards implementing the Gender Equality Scheme over its 3-year lifetime. 54 out of 62 establishments had submitted individual reports by time of writing.

3	Training	Lead Officer	Due date	Update
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	In conjunction with the presentation and workshop activities on Equality Duties at the IPAA Conference, the Education Department prepared and circulated a PowerPoint presentation, with presenter's notes, for Head Teachers to use in their individual centres.
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	Head Teachers, Head of	Ongoing	Policies that have been impact assessed prior to revision or introduction within the current year have included Anti-Bullying Guidelines, Use of Mobile

	issues.	Support for Learning		Phones etc Guidelines, Child Protection Guidelines, Physical Intervention Guidelines. During the next session, we will further develop means of enabling school staff and others to impact assess and revise existing policies.
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	This is an ongoing responsibility for Head Teachers and is taken very seriously as part of hospitality training and guidance for staff.
3e	Ensure that the images and attitudes displayed promote gender equality	Head Teachers, Media Relations Officer	Ongoing	Pro-active work is ongoing to ensure that all department publications feature gender equality promotion.

4	Information Processing	Lead Officer	Due date	Update
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	Annual and Extended School Review processes and documentation now ensure that schools are accounting for their approaches to implementing equalities legislation. The Head of Support for Learning is the lead officer on the SMT with respect to equalities. Reporting to the corporate Gender Action Group is carried out by our Advice and Conciliation Manager.
4c	The Education Department will monitor and consider impact assessments to identify trends and patterns.	Head of Support for Learning	Annually	Although impact assessments are beginning to be used, there is, as yet, no formal means of monitoring them in order to identify trends and patterns.
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 is regularly monitored through CPD Online Course Evaluations, which can be accessed through the Reports Menu. It can also be examined by gender. This information is used to inform the next session's in-service programme.
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, Human Resources	Ongoing	The Human Resources Section continues to work closely with colleagues in the Personnel Department in respect of this issue. The department's information is passed to Personnel for inclusion with the corporate

		Manager, Media Relations Officer		information and published. Ongoing work is being done to ensure we present this information in a suitable format. Liaison is done to ensure that the relevant information is published in this way. Ongoing work is in progress to increase the amount of information published electronically on both the Council intranet and internet sites.
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	All staff are now transferred to Resourcelink and software amendments have been developed for CPD on-line to try and capture as much gender information as possible for those applying for training. Corporately, a group is looking at how to record all equalities information effectively.
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	Within the Data Protection Act working with all MIS systems to ensure we have the ability to extract statistics on all areas of equality to inform change and progress within the Education Department.
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	Research commissioned internally to establish gender equality issues in Additional Support Needs. In-service training planned for improvement of IEP writing will incorporate gender equality considerations CSP monitoring to be reviewed to incorporate equality considerations.

Appendix 2

Collated 2008 returns from nurseries and schools re meeting the general duties

52 of 64 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 and are provided as examples of the work being done in our educational establishments.

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/O) = special/offsite
2e, 2f, 3a	Involve and inform staff and Parent Councils of their role in ensuring gender equality	9	25	4	1	<ul style="list-style-type: none"> There is no parent council but parents receive information during initial meetings and in the handbook. Staff are informed of any updates as and when they arise. (Sp/O) Part of 'Raising Attainment' strategy (S) Assemblies delivered to pupils by staff and pupils. (S) Involvement of fathers on PTA and Parent Council. (P) Inservice day dedicated to equality issues. (S)
3e	Anti-bullying practices	10	29	7	2	<ul style="list-style-type: none"> Staff are reminded annually of the school and DCC Anti-bullying policies. They are aware of procedures in relation to this. (Sp/O) Work of respect group well developed. (S) 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 - 1st item is on anti-bullying; 4th item is on respect and gender. (S) 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) Older children involved in process and are encouraged to develop rules for their group. (N)
3e	Recording and responding to bullying incidents	10	28	8	2	<ul style="list-style-type: none"> Incidents are rare in the school but are reported within departments and then held by the DHT responsible for

						<p>Equalities. (Sp/O)</p> <ul style="list-style-type: none"> • Daily log sheets record any instances of bullying and response to incidents. (Sp/O) • Early intervention. (S)
2e	PSE programme	10	25	8	2	<ul style="list-style-type: none"> • 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/O) • 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	24	8	2	<ul style="list-style-type: none"> • We have an annual P&A day where the theme followed 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/O) • All children given same opportunities. (S) • 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) • All activities are inclusive and there is a focus on gender balanced language and provision. (N) • 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)

2a, 2b, 3e	Gender balanced pupil council and other consultative opportunities	4	25	8	2	<ul style="list-style-type: none"> • Equal number of class reps. (S) • Staff stress the wisdom of gender balance when seeking nominations. (S) • 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)
2e, 3d	Special assemblies based around gender	3	12	0	1	<ul style="list-style-type: none"> • All children are encouraged and supported to participate in all nursery activities, taking into account their individual needs, interests and learning styles.(N)
2c, 3a, 3b	Examine discipline system for gender bias	9	22	4	2	<ul style="list-style-type: none"> • All policies within the school are reviewed annually as is the discipline system. (N) • Pupils follow the same rules regardless of gender. This is stated at initial meeting with pupils and parents. (Sp/O) • Analysis of severe misconduct. (S)
1b	Consistency in applying the stages of assessment and intervention to ensure influences by sexist assumptions do not create an imbalance in provision	10	29	7	2	<ul style="list-style-type: none"> • 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. In general, we do have a higher ratio of male pupils. (Sp/O)
1b	Health promotion includes gender equality objectives	10	24	7	1	<ul style="list-style-type: none"> • We offer health promotion activities to all pupils regardless of gender. (Sp/O) • Street football and dance are extra-curricular activities for both genders; health drop-in and exam stress management groups have both male and female participation (S)
1a, 1b, 1c, 3b	Policies and procedures do not discriminate against any particular gender	10	26	7	2	<ul style="list-style-type: none"> • All policies within the school are reviewed annually and gender discrimination is one aspect considered.(N) • Centre promotes inclusion of all, regardless of gender.(N) • Particular attention is given to this when allocating work experience placements.(S)

3b	Arrangements for staff to make complaints	10	23	6	1	<ul style="list-style-type: none"> Open door policy.(N)
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Action Plan Point	General Duty 1: 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/O) = special/offsite
1b, 3d	Making aspects of the curriculum more accessible to pupils of different sexes	10	26	6	1	<ul style="list-style-type: none"> Success in opening all subjects to girls, and in encouraging boys, but still imbalance in Home Economics.(S) 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) Targeted boys for a writing group.(P) Resources purchased for school library, written by well known authors, but which are specifically for boys - less content but same storyline as novels.(P)
1b, 2e	Giving career advice that breaks down gender stereotyping about certain types of jobs	1	14	7	1	<ul style="list-style-type: none"> Built into PSE programme.(S) Encouraging girls in CDT and into engineering.(S) Single sex classes in PE and history - trialed.(S) Resources are sourced which demonstrate positive attitudes to gender,e.g. role play, books, puzzles games etc.(N) Environmental Studies Projects Twilight 'In the Box'(P) Visits from the Army and Navy careers service - stressing career availability and access for both genders (Sp/O)
1b, 2e	Assessing teaching methods for gender bias which may impact on boys/girls performance	10	23	7	1	<ul style="list-style-type: none"> LTiD and self-empowered learning.(S) Examination of Attainment Data and discussions with PT's and Review team.(S) Raised at STACS meetings with principal teachers.(S) Ongoing training opportunities for staff, monitoring of classroom practice throughout the year and self evaluation ensures gender bias is considered.(N)

						<ul style="list-style-type: none"> • Following research that shows boys and girls develop in different ways.(N) • 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 what they are learning. All staff have been trained in Learning Styles by Learning Unlimited.(P)
1b	Monitoring gender differences in attainment	9	29	7	1	<ul style="list-style-type: none"> • The gap between boys and girls' performance has been significantly closed; concern about some S4 girls underperforming.(S) • Boys' Writing Group & Girls' Maths Group.(P) • It was noticed that girls seemed to achieve better in national assessments for writing. This matter was addressed by staff.(P)
3e	Assessing teaching materials such as texts in English or examples in Maths for bias towards one gender	8	19	6	1	<ul style="list-style-type: none"> • Issue of stereotypes addressed in English and PSE. (S) • Specific library texts purchased for boys. (S) • Purchased resources from Barrington Stoke to address gender bias issues. (P) • Replaced Reading Scheme which had gender issues. (P) • Teaching material selected which gives examples of both genders and different races and religions (Sp/O)
2e	Challenging gendered uptake of work experience placements	2	3	5	1	<ul style="list-style-type: none"> • Raising issues at SE and promoting equal opportunities. (S) • PT(Careers) attempts to bring in parents/FPs to give " Career of the Month" talks. (S) • Parents club, committee, help on outings by fathers. (N)
2e	Promoting the involvement of fathers as well as mothers	10	27	5	1	<ul style="list-style-type: none"> • All parents are encouraged to attend meetings and to take part in nursery events and activities according to their own interests. (N) • Dad's Project (Working for Families) was invited to our Parents Open Evening. This generated a lot of interest from fathers attending the evening and positive feedback

						<p>was received. (N)</p> <ul style="list-style-type: none"> • Teacher Pupil Parent Project open to both genders. Fathers bring sons to Netball Matches; Open Mornings P1-3 • Done during Health Week. (P) • 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) • Gardening Morning specifically aimed at fathers. (P) • 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)
1a, 1b	Ensuring that policies and practices as employers promote equality between male and female staff	7	27	6	2	<ul style="list-style-type: none"> • All policies including equality policies are reviewed regularly. (P) • The views of all staff are taken into account when reviewing policies. (N) • All CPD and workload spread evenly amongst male and female staff. The centre promotes equal opportunities at all times including recruitment. (Sp/O)