

## ABBAY COLLEGE

### Gender Equality Scheme: Employment

#### 1 Introduction

- 1.1 This Gender Equality Scheme describes the framework setting out how the Governing Body of Abbey College intends to fulfill its legal responsibility for implementing the gender equality duty under the Equality Act 2006. It forms part of the College's Equality and Diversity Policy.
- 1.2 The general duties, as laid down in the Equality Act 2006, require the Governing Body to:
- Eliminate unlawful discrimination and harassment, and
  - Promote equality of opportunity between men and women.
- 1.3 The specific duties, as set out in 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission, require the Governing Body to:
- Prepare and publish a gender equality scheme, showing how it intends to fulfil the general and specific duties and setting out its gender equality objectives.
  - Consider the need to include objectives to address the causes of any gender pay gap (in formulating its overall objectives).
  - Gather and use information on how the College's policies and practices affect gender equality in the workforce and in the delivery of services.
  - Consult stakeholders and take account of relevant information in order to determine its gender equality objectives.
  - Assess the impact of its current and proposed policies and practices on gender equality.
  - Implement the actions set out in its scheme within 3 years.
  - ~~Report against the scheme every year and review the scheme at least every 3 years. The Report should summarise actions taken and intended to meet the gender equality duty and may be incorporated into the annual School Profile. No requirement to report anymore this section to be removed in the next policy review~~

#### 2 Principles

- 2.1 We recognise that:
- The successful implementation of our Gender Equality Scheme requires the commitment, involvement and active support of all governors, staff and volunteers.
  - Everyone is entitled to dignity and respect in the workplace.

- Discrimination, direct or indirect, based on a person's gender is illegal and must not be tolerated.
- Job applicants must be treated solely on the basis of their merits.
- We must provide equal pay for work of equal value.

2.2 We aim to:

- Optimise the skills and potential of men and women.
- Provide flexible employment policies and practices, within the contingencies of the College's activities, that support effective work life balance irrespective of gender.
- Address any under representation of men or women in particular job categories and/or grades.

2.3 In setting objectives, we will ensure that:

- All elements of the general duty of elimination of discrimination and harassment and promotion of equality have been addressed.
- The objectives can be realistically delivered in a 3-year period

2.4 In setting objectives we will consider:

- The issues identified by the information gathering exercise.
- How many women and/or men and what proportion of the workforce are affected by the Duty.
- What stakeholders think the priorities should be.

3 Gathering information

3.1 The Headteacher will ensure that information that is relevant to promoting gender equality and eliminating discrimination is gathered and analysed. The analysis will also address other areas of potentially unlawful discrimination or harassment. The parameters of the information gathered and used will be reviewed on an annual basis but will be based on the criteria listed below which are drawn from The Equal Opportunities Commission document 'Gathering and using information on gender equality'.

Pay and benefits	Pay rates and performance related pay. Gender pay gap i.e. the difference in the average pay of men and women
Job types and areas	Types of job that staff are performing ('horizontal' occupational segregation) Staff working at different grades ('vertical' occupational segregation) Duration of employment at different grades for full and part-time staff

	Barriers to progression for male and female staff
Recruitment and promotion	Gender profile of applicants, short-listed candidates and staff appointed Gender profile of staff promoted
Working hours	Flexible working Staff in part time and full time work
Training and development	Staff training needs Staff applying for and undergoing training
Performance Management and Appraisals	Staff appraisal grades
Grievances	Staff raising grievances
Sexual harassment	Incidence of sexual harassment complaints Outcomes of sexual harassment complaints Staff undergoing training on prevention of sexual harassment
Disciplinary action and dismissals	Incidence and outcomes of disciplinary action Staff dismissed

#### 4 Consultation

4.1 The Governing Body will consult and involve stakeholders on the scheme and the objectives) by:

- Circulating the draft scheme and objectives to all members of staff including teaching staff, support staff, cleaners/caretakers, and volunteers and representatives of recognised trade unions
- Where appropriate involving the local authority and local partners including other local schools.

#### 5 Monitoring and Reviewing

5.1 Annual reporting: The Headteacher will report to the Governing Body annually on the actions taken or planned to meet the gender equality duty.

5.2 The gender equality scheme will be reviewed at least every 3 years and a revised scheme will be published. The reviewing process will evaluate progress made towards the achievement of the gender equality objectives and, in consultation with stakeholders, inform priorities for the next 3 years.

**Reviewing Committee:** Personnel  
**To be reviewed :** Every 3 years  
**Date of last review:** 20<sup>th</sup> February 2013  
**Next review:** Spring 2016

## Annex 1

*This is intended to be an outline pro-forma to use as a starting point to develop the College staffing information analysis and objective setting. The notes in italics are for guidance and drawn from the EOC booklet 'The gender equality duty and schools'*

### Staffing information Analysis and Draft Objectives

*The analysis could be separated into specific categories of staff eg teaching and non-teaching staff*

- 1 Staffing Complement of the School for the year 200x-200y
  - Fulltime
    - Men
    - Women
  - Part time
    - Men
    - Women
  
- 2 Recruitment, Promotion, Performance Pay and Training by Gender
 

	Total	M	F
Promoted internally			
Recruited			
Performance Pay			
Awarded			
Training courses			

*Currently just 15.7% of primary school teachers in England are men and almost half of primary age children do not have any contact with male teachers. By only recruiting from half of the population schools are missing out on valuable talent and skills in their workforce. The Training and Development Agency for Schools (TDA) found that 83% of parents wanted to see more men in primary teaching. The TDA have been working to attract more men, and other under-represented groups in the teaching profession. Three-day taster courses, including a one-day school placement, are designed to help people decide whether to apply for initial teacher training. Primary schools also need to ensure that they are supportive of male teachers, especially those who want to work in early years education.*

- 3 Salary by gender
 

*This should be recorded as full time equivalent salary*

< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
M	F	M	F	M	F	M	F	M	F	M	F

*Even though the majority of schools do not set their own pay systems, as employers, they are legally liable under the Equal Pay Act for their implementation. Under the duty, schools will have to gather sufficient information to enable them to ensure that any pay decisions they make are free from discrimination - without taking action, schools may find themselves at risk of equal pay claims. If a school becomes aware of elements within pay systems that may cause pay discrimination, they should alert the relevant pay body.*

*Whilst the School Teachers Pay Review Body prescribes pay and conditions for teachers, schools do exercise local discretion over pay matters and so need to ensure that they have eliminated the risk of discrimination in these pay decisions e.g. placing new teachers or teachers returning from maternity leave on pay scales, pay progression for advanced skills teachers and those in leadership, and payment of SEN allowances and TLR payments.*

4 Grievances and disciplinary action by gender and complaints of sexual harassment

*Schools will need to tackle sexual harassment of staff, both women and men. Sexual harassment of staff may be perpetrated by other employees or by pupils. It is important to ensure you have a clear policy for preventing and tackling sexual harassment. You should also actively promote the policy to ensure that everyone is aware of and understands it.*

*Sexual harassment can have a serious impact on the physical and mental well-being of victims, and schools should treat the prevention of sexual harassment as part of their health and safety duties. Some groups may be particularly vulnerable to sexual harassment, for example young teachers both female and male, gay and transsexual people.*

*It is recommended that procedures for investigating sexual harassment complaints are linked to grievance and disciplinary procedures. Serious sexual harassment should normally be treated as gross misconduct.*

5 Pregnancy Maternity and Paternity Leave and Family Issues

*Discrimination against pregnant workers and women returning to work after maternity leave is widespread in Britain: around 45% of pregnant women experience disadvantageous treatment at work (such as being threatened with dismissal or actually dismissed, denied pay rises or opportunities for promotion or training).*

*Schools should aim to create a positive working culture for pregnant staff and those with family responsibilities and back this up with written guidance on managing pregnancy and maternity.*

*Return-to-work rates can provide a good indicator of how well your school is managing pregnancy, with some of the best employers achieving rates of over 90%. Look at your return rate from maternity leave and consider what can be done to improve it.*

6 Based on the information gathering exercise the issues identified are:

7 Draft objectives for 2008 -2011 are: