

**Longbenton Community
College**

Gender Equality Scheme

2010 - 2013

Mission Statement

At Longbenton Community College, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the college, irrespective of gender. The achievement of all students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Longbenton Community College, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

We shall check on the following-

- Is information collected on gender with regards to both students and staff? Is this information used to improve the provision of services?
- Is student achievement monitored by gender? Are there trends or patterns in the data that may require additional action?
- Are students of both sexes encouraged to participate in college life, such as through representation in college events and the student council?
- Are students of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of students monitored by gender and is this information used to make a difference?
- Are stereotypes in terms of gender actively challenged both inside and outside the classroom environment?
- Are students encouraged to consider career paths/occupations that are traditionally gender stereotyped?
- Is the college environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, concerts, etc.?
- Is the governing body representative of the students, staff and local community that they serve?

Employer duties-

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce

Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination?

Is bullying and harassment of staff monitored and is this information used to make a difference?

NOTE: The EOC Code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- Recruitment
- Managing flexible working
- Managing parental and carers' leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

It is a specific requirement of the duty that an equal pay policy is developed.

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. We will need to:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Gender Equality Duty, it is essential that aspects of college life are monitored to identify whether there is an adverse impact on children and young people. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales by gender

Making things happen

In order to ensure that action is taken to meet the Gender Equality Duty, Longbenton Community College has drawn up an action plan to make things happen, which outlines how the requirements of the Gender Equality Duty will be met.

Each autumn term, an audit of gender equality will be undertaken, using the measures specified below. The results will be collated by November 30th each year. A plan to deal with the main issues arising will be produced by December 18th each year for implementation beginning in January of the following year.

Carrying out the audit will involve discussion with students, staff, parents and governors.

Measures to be audited each autumn term

1. Differing attainment by gender in Key Stage 3 assessments, GCSEs and “A” levels with reference to national norms (Data manager responsible for collation)
2. Differing achievement by gender in GCSEs and “A” levels as measured by contextual value added (Data manager responsible for collation)
3. Gender uptake of subjects at Key Stages 4 and 5 with reference to national norms (Data manager responsible for collation)
4. Differing staying-on rates into the Sixth Form by gender (Data manager responsible for collation)
5. Differing participation rates by gender in extra-curricular sporting activities (Curriculum Leader, Physical Education responsible for collation)
6. Differing participation rates by gender in non-sporting extra-curricular activities (Partnerships Co-ordinator responsible for collation)
7. Differing participation rates by gender in student council activities (Student Council Co-ordinator responsible for collation)
8. Gender bias in Senior Leadership Team and Teaching and Learning Responsibility allowances held by teaching staff (Principal’s Personal Assistant responsible for collation)
9. Gender bias in support staff responsibilities (Principal’s Personal Assistant responsible for collation)

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

The Gender Equality Plan working group of the governing body will monitor progress of the audit, and will oversee the production of the action plan based on the findings of the audit.

An annual report will be produced which outlines the progress of the Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Principal and Governors, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

For further information, please contact: Mrs S Belford, Vice Principal

This Scheme has been agreed by the Chair of Governors

Signed  -----

GENDER EQUALITY PLAN

Result of Audit Autumn 2011

1. Attainment at Key Stage 4 (2011) compared with National Average

69% boys, 76% girls achieved 5+ A*-C grades compared to 75% boys, 83% girls nationally. Results were slightly lower than national average but the difference between boys and girls is no worse than national average. With English and Maths the gap is slightly narrower.

Average point score per student is higher than the national average for boys and for some of the girls.

Overall girls have not done as well as girls nationally.

2. Entries at Key Stage 4

Uptake of the 3 separate sciences is higher than the national average with no real difference between boys and girls.

Business Studies – is male dominated more so than nationally

Design Technology – figures are higher for both boys and girls

English – appears to be in-line

French – both boys and girls entries are well below the national average

Geography – the boy/girl gap highlighted at the last audit has closed and is now in line with national average

FTC – there has been a slight increase in boys taking the subject and figures are well above national figures

PE – remains very much boy dominated but in line with national figures

RS – is girl dominated

3. Staying on Rates

There has been a significant drop in numbers staying on into the Sixth Form from 2012 to 2011 but the current Year 12 is made up of more able students.

Art – similar to uptake nationally

Biology/Chemistry – uptake of girls is slightly higher than the national average

English Language – very healthy numbers of boys as compared to national figures but Language/Literature figures together reflect a very girl dominated figure as it is nationally.

Maths – heavily dominated by boys, could be an issue as our figure of girls' uptake is significantly lower than national average.

A Level Point Scores

Per entry – our figure is below the national average but there has been a dramatic increase in the boys' scores.

Per student – boys have done better, girls have dipped below the national average

4. The group looked at the figures for Extra-curricular sport – no issues.
5. Non sporting extra curricular figures were looked at – increase in participation of choir and orchestra.
6. Student Council figures present a good gender balance with no issues. Peer mentoring figures appear to have redressed the gender imbalance.
7. Figures for teaching staff and support staff were discussed with no issues arising.