

GENDER EQUALITY SCHEME FOR BOLTON SIXTH FORM COLLEGE

Forward

As set out in its equal opportunities policy, its strategic plan and mission statement, the College is actively committed to promoting the rights of ALL staff and students. The College has embraced the new agenda in relation to gender equality, as set out by the extension of the Sex Discrimination Act. It welcomes the requirement to target the gender 'pay gap', to identify existing barriers to gender equality, to eliminate harassment, to promote the rights of transgender people and include pregnancy and maternity leave, to cover those in vocational training and students in unpaid practical work experience.

The College will regard as paramount the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons when performing its functions. This has been underlined in staff training events, assemblies, focus groups, lessons and tutorials and through the activities of the Equal Opportunities Standing Committee and the Student Council.

To ensure there are no complaints of indirect discrimination, the College will show that any requirements meet a legitimate business aim and are a 'proportionate' means of meeting that aim.

VISION: The vision of the College is to eliminate discrimination on the basis of gender or transgender so that all staff and students maximise their potential and take advantage of the wider opportunities available to them at College.

CONSULTATION: the College has involved staff and students in the construction of this policy and in assessing the impact of current practice. This has been through focus groups, the work of the Equal Opportunities Committee and staff INSET. It has also used the expertise available from external agencies, such as the LSDA and EO network group.

IMPACT ASSESSMENT: All College staff will take part in regular INSET, the training event to launch the policy being held in March 2007. An impact assessment and action plan is produced via department and service area SARs. New staff receive training on the Duty as part of their induction. A wider impact assessment has been produced by the Assistant Principal responsible for equality and diversity and will be reviewed annually via the College's Equal Opportunities Review document.

A pay review suggests that full-time female teaching staff earn 98.3% of the earnings of male colleagues, though this differential reflects their position on the teaching spine and performance related elements. Part-time female staff earn 92% of the average earnings of part-time males. However, female support staff earn more on average than males (85% of female earnings for full-time staff and 91% part-time)

FINDINGS FROM 2007/08 EQUAL OPPORTUNITIES REVIEW

STAFFING:

Applications:

- 52% of job applications were from females in 2005/06

Shortlisting:

- Females more likely to be shortlisted for interview
- Two ethnic minority male candidates shortlisted 2005/06 but no ethnic minority females

Appointment:

- More balanced set of appoints by gender in 2006, redressing recent trends that have seen appointment of more female applicants

Training:

- Average number of courses attended was 2.42 for male staff and 2.39 for female staff

Staff profile:

- Balanced teaching staff gender profile (50% male/female) in 2006/07; 33% of support staff are male and 67% female in 2007
- Fall in proportion of female part-time staff (to 60%)
- Females under-represented on senior management (29% of total, but small numbers).

Average Gross Annual Salary by the following categories, as of March 2007

	Teaching Staff		Support Staff	
	Full Time	Part Time	Full Time	Part Time
Male	34,960	31,516	22,364	14,919
Female	34,356	28,842	26,203	16,459

The Number of Teaching Staff on each of the Management Ranges, March 2007

Management Range	Male	Female
A	4	4
B	4	3
C	7	4
D	0	4
E	2	0
Senior Management	3	2

In the 2008/09 review, the position had changed:

Average Gross Annual Salary – 2008

	Teaching staff Full Time	Teaching staff Part Time	Support Staff Full Time	Support Staff Part Time
Male	36,028	30,682	21,137	17,208
Female	33,809	31,226	17,793	16,764

Number of Teaching staff on each of the Management Ranges – 2008

Management Range	Male	Female
A	3	3
B	4	5
C	7	4
D	0	2
E	2	2
Senior management	3	2

STUDENTS:

MALE STUDENTS

- *More likely to apply for a place at North Campus*
- *Total applications and enrolments rose in 2006*
- *More likely to be refused a place at College*
- *More likely to study business, ICT and mathematics courses*
- *Slightly higher retention rate than for female students*
- *Less satisfied in general about life at College*
- *Slightly more likely to be on the discipline system*
- *More likely to receive learning support*
- *Increasingly likely to progress to university*
- *Achieve better results than females in Maths GCSE*
- *Poorer performance at AS and A2 (especially at AS)*

FEMALE STUDENTS

- *Increase in applications and enrolments in 2006*
- *More likely to seek counselling*
- *More likely to change AS course*
- *More likely to choose English and humanities-based courses*
- *Lower retention rate than for male students*
- *More likely to attend a careers interview*
- *More likely to go on to university*
- *More likely to undertake work experience or voluntary service*
- *More likely to stand and be elected to the Student Council*
- *Better results at all levels (AS and A2, AVCE, BTEC, Foundation, GCSE and Intermediate)*

LEGISLATION:

The College welcomes equal opportunities legislation aimed at creating a 'level playing field' so that people are employed, paid, trained and promoted only because of their skills, abilities and how they do their job.

Under the 1975 Sex Discrimination Act it's unlawful for an employer to discriminate against an individual because of their sex or because they are married. It's also unlawful to discriminate against someone because they have had, are having or intend to have, a gender reassignment. This means someone, supervised by a doctor, who changes their gender.

The discrimination can be 'direct' or 'indirect', deliberate or accidental. If someone is disadvantaged at work because of their sex, marital status or gender, it is unlawful, and the employer should stop the discrimination. Sex discrimination laws cover almost all workers (men and women) and all types of organisation in the UK.

The College recognises there are four main types of discrimination;

Direct discrimination - (e.g. paying men more than women for doing the same job, promoting someone because they are single instead of an equally qualified person or sacking a woman because she says she is pregnant or might start a family.

Indirect discrimination - putting someone at a disadvantage because of certain working practices or rules (e.g. setting a minimum height, which might discriminate against most women or an employer's refusal to recruit part-time workers without good reason)

Harassment - behaving in an offensive manner, or encouraging or allowing other people to do so (for example, making sexual remarks or gestures, allowing displays or distribution of sexually explicit material, or giving someone a potentially offensive nickname because of their gender)

Victimisation - treating someone unfairly for making a complaint about discrimination (for example, preventing them from going on training courses, taking unfair disciplinary action against an individual, or excluding them from company social events)

Employers who don't stop sex and gender discrimination by their employees may themselves be discriminating unlawfully.

Equal pay

The 1970 Equal Pay Act makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions where they are doing the same or similar work; work rated as equivalent in a job evaluation study by the employer; or work of equal value.

1.0 Requirements of staff

It is incumbent upon staff to work towards this commitment through their professional duties. All staff will be expected to:

- Promote equality of opportunity
- Challenge gender, disability and ethnic stereotypes
- Educate students for life and work in a multi-ethnic society
- Encourage integration of students from different backgrounds

This will be shown most obviously by teaching staff through the lessons and tutorials delivered and in the schemes of work that are produced. Initial guidance was set out for staff in a raining session in Summer 2004 and is detailed in the College's scheme of work documentation. Additional guidance and accompanying training took place in summer 2005 and is part of new staff induction programme.

This policy will be launched to staff via a Training Day. All new staff will receive this training as part of their induction. Equal opportunities training takes place regularly to update staff, the latest in July 2009.

Specific responsibilities under the policy apply to management staff, such as Heads of Department, Student Managers and all staff employed in recruitment and selection of candidates, who will be expected to monitor the workings of the policy via consideration of relevant performance indicators.

The policy is significant for all staff, teaching and non-teaching. All employees are asked to consider the significance of gender equality in the context of their work and are trained to avoid unwitting prejudice, ignorance, thoughtless comments and stereotyping.

The College has an existing policy on bullying and harassment which all staff and students must respect.

2.0 Monitoring of the policy

It should be noted that gender equality is already monitored as part of the College's Equal Opportunities Review.

2.1 Students

Through existing reporting mechanisms, middle and senior management staff monitor the workings of the policy by producing the relevant performance indicators via their termly Self Assessment Report (SAR). Any 'equality gaps' should be highlighted and an action plan produced. Such action might include attracting more applicants with a disability onto specific AS courses, or to apply for places at university.

The Assistant Principal (T&L) is responsible for collecting submissions from college managers and producing a comprehensive report on an annual basis, using benchmarks set for previous years at the college and on a national level where available.

Observation of teaching and learning includes consideration of equality issues in the classroom, with staff receiving written and oral feedback in their lesson review. All departments are offered guidance from the Assistant Principal (T&L) about how best to include equality and diversity issues in lessons and schemes of work.

Lesson and tutorial observation records will be sent to the Assistant Principal (T&L) who will review and set out any necessary action in the annual review.

The tutorial scheme of work includes a number of activities that seek to highlight equality and diversity issues, with two on the area of gender equality. Staff and students have also been responsible for the production of the College's acclaimed 'Celebrating Diversity' booklet. This aims to provide information, dispel ignorance and encourage integration and is issued to all staff and students, with accompanying training, as part of the induction process.

Feedback from students will be received via the online satisfaction surveys, focus groups, student manager and tutor records and by issues brought to the attention of the Assistant Principal (Teaching and Learning) and the EO Officers.

2.2 Staffing

This will also form part of the annual Equal Opportunities Review, with overarching responsibility that of Senior Managers and Equality and Diversity Officers, who will collect and report using the performance indicators listed at the end of the policy. Accompanying targets are set to meet national and local benchmarks.

3.0 Publication of the policy and annual review

This Scheme will be available to staff via the College website and staff intranet, to students (via the Equal Opportunities Committee, tutorial activities and the student handbook) and made available to external bodies (via the College website and Assistant Principal (T&L)). The annual review will be available to the same parties and presented to the Senior Management Team and to the Governing Corporation.

4.0 Failure to follow the implications of the policy

In the event that the policy is not followed, the usual disciplinary procedures will apply, in the case of both staff and students. Any evidence of inappropriate behaviour, attitudes and language will be dealt with severely, in accordance with existing procedures.

5.0 Performance indicators

The College will continue to collect the following data, already included in its annual Equal Opportunities Review, to ensure effective monitoring of gender equality. Such information will be collected and aggregated using the disability codes adopted by the LSC and held on the College's database.

5.1 the following indicators is reviewed annually by disability, ethnicity and gender:

Principal

Exit interviews
Complaints procedure
Use of the staff discipline system

Vice Principal (Curriculum)

Student satisfaction survey
Induction survey
Quality benchmarks
Observation of classroom teaching and tutorials
Appraisal reviews

Assistant Principal (Marketing and Admissions)

Applications and Enrolments
School and LEA liaison re applicants with a disability

Learning Services Manager

Students receiving study/learning support
Destinations of students
Work experience

Counselling
Careers

Assistant Principal (Student Services)

Student Council representation
Timetable
Complaints procedure
Focus group Surveys
Production of annual review
Child Protection

Librarian

Library stock and access

Curriculum areas

SAR analysis, including attainment, success and retention rates
Recruitment onto courses
Visits and trips

CIS Staff

Change of course
Discipline System
Retention
Course change

Receipt of EMA
Attendance
Subject choice

Exams Assistant

Achievement by course and programme area

Premises and Estates

Access to rooms

Maintenance and access

Personnel

Job advertisements/method of recruitment

Job descriptions

Sickness procedure

Staff training arrangements

Grievance procedure

Applications for training

Contractual status

Staff Turnover

SHORT TERM GENDER EQUALITY OBJECTIVES: ACTION PLAN

OBJECTIVE	METHOD	BY WHO	BY WHEN
1. Increase male applications for support staff vacancies by 10%	Re-draft advert wording Reference made on BSFC website	Personnel	09/07
2. Increase number of male job applicants shortlisted by 10%	Ensure all staff responsible shortlist male applicants who meet the minimum criteria	Middle and Senior managers	09/07
3. Seek to ensure a balanced management profile by gender	Continue to monitor appointments in this respect	SMT	Ongoing
4. To raise male achievement at AS level by 5%	Continue work of learning mentors; teaching staff INSET	Teaching staff	08/07
5. Raise retention rate of female students by 5%	Continue work of learning mentors; continue to monitor tutorial work	Teaching staff with LMs	08/07
6. Reduce the number of male students on the College discipline system by 5%	Review success of both mentor schemes and success of discipline system annually	Teaching staff with LMs	08/07
7. Increase number of male students who undertake work experience and/or a careers interview by 15%	Appoint new work experience co-ordinator	SMT	03/07
8. Add flexible working and pregnancy discrimination to annual equality review	Ensure this is reported annually	LMJ	09/07
9. Ensure scheme requirements are communicated to staff and Unions	Organise session at staff INSET Circulate draft policy to trade unions	LMJ	07/07
10. Monitor recruitment of students by gender	Ensure reported on via departmental SAR, with action to reduce gender gaps on non-	HoDs	09/07

11. Review the pay gap between male and female support staff	traditional courses Ensure pay gap is on justifiable grounds and reflect equal pay legislation	Personnel	07/07
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