



# Gender Equality Scheme

June 2007



EDUCATION

**Angus Council  
Education Department**



**GENDER EQUALITY SCHEME**

**June 2007**

19 June 2007



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Sections of this document can be translated into Chinese, Urdu, Hindi, Punjabi, Polish or Gaelic, or can be made available in large print, audio and Braille.

Contact our ACCESSLine on: 08452 777 778



## 1 FOREWORD

My colleagues and I are fully committed to supporting all our children and young people to achieve their full potential during their school years. Our aim is to provide them with the knowledge, skills and confidence to thrive in the world beyond the school. We are also committed to the development of an education service in Angus which ensures that gender equality for all people is a reality.

Angus Council's Education Department (referred to as the Education Department throughout this document) is committed to fully discharging its duties under the Sex Discrimination Act 1975 as amended by the Equality Act 2006, the Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007 and other relevant legislation. These require public authorities to promote gender equality and eliminate unlawful discrimination and harassment. This is known as the Gender Equality Duty.

The Gender Equality Duty (GED) places a requirement on all public authorities, including Education Departments, to be proactive in promoting equality of opportunity between genders. It is about incorporating gender equality into the culture and practices of the Education Department and all schools. This requires all staff to be proactive in considering gender equality issues in a consistent and planned manner rather than reacting to gender issues only as and when problems arise.

It is my confident belief that the developments required by this duty will further contribute directly to the achievement of our wider objectives and strategic priorities for all children and young people.

A handwritten signature in black ink, appearing to read 'Jim Anderson', with a long horizontal flourish extending to the right.

Jim Anderson  
Director of Education

## 2 INTRODUCTION

2.1 The Sex Discrimination Act 1975 (SDA) was amended by the Equality Act 2006 to place a statutory duty on all public authorities (subject to limited exceptions) when carrying out their functions to have due regard to the need to:

1. eliminate unlawful discrimination and harassment
2. promote equality of opportunity between men and women.

This is called the General Duty and came into force on 6 April 2007.

2.2 Public authorities are expected to have “due regard” to the general duty. This means giving appropriate weight to the need to promote gender equality in proportion to its relevance.

2.3 The duty requires consultation with a range of people in improving departmental policies and service delivery. This Gender Equality Scheme (GES) was produced with the involvement of service users, staff, parents and Trade Union representatives. It explains how the Education Department will promote equality of opportunity for pupils, parents/carers and other people.

2.4 The Sex Discrimination Act 1975 (SDA) prohibits sex discrimination against individuals in the areas of employment, education and the provision of goods, facilities and services and in the disposal or management of premises. The SDA applies to women and men of any age, including children.

2.5 The SDA prohibits direct and indirect sex discrimination. There are special provisions about discrimination on the grounds of gender reassignment, pregnancy and maternity and harassment in employment.

2.6 **The Specific Duties** - As well as being subject to the general duty, the Education Department must also comply with a number of specific duties. These specific duties provide a practical framework for supporting the general duty. A key feature of the specific duties is a requirement for the Education Department to produce a Gender Equality Scheme which describes the steps taken to:

- *prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives*
- *consider - in formulating its overall objectives - the need to include objectives to address the causes of any gender pay gap*
- *to gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services*

- *to consult stakeholders (ie staff, service users and others, including trade unions) and to take account of relevant information in order to determine its gender equality objectives*
- *to assess the impact of its current and proposed policies and practices on gender equality and to have due regard to the results of these impact assessments*
- *to produce an action plan setting out the steps the Education Department will take to comply with the general duty*
- *to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.*

2.7 An annual report on the implementation of the scheme will be published detailing the results of information-gathering exercises, describing how such information has been used and providing a progress report on the action plan. The entire scheme will be reviewed and revised every three years.

2.8 The Education Department, in addition to publishing their own Scheme, needs to make arrangements for each school they manage to:

- assess the impact of its policies and practices, or the likely impact of proposed policies and practices, on gender equality
- gather information on the effects of its policies and practices, the educational opportunities available to pupils, and on the achievements of all pupils analysed in respect of gender
- provide an annual report in respect of the above
- carry out the steps proposed in the Education Department's Action Plan at school level
- maintain a copy of the Education Department's GES.

These arrangements will ensure that schools are fully involved in working to meet the Education Department's general and specific duties. They will also ensure that the impact of the GED will be felt directly in schools.

2.9 The GED also provides that listed public authorities which have at least 150 full time equivalent staff, must publish an equal pay statement which outline's their policy of equal pay between men and women by 28 September 2007 and to review its equal pay statement and publish a report on its equal pay policy every three years. The Education Department's equal pay statement will be published by 28 September 2007.

2.10 **Consultation** - The specific duties require the Education Department to consult a range of people who have an interest in the way it carries out its functions in developing the GES.

The Education Department is working to involve local and national organisations representing and including people such as:

- staff representative organisations
- Teaching staff
- Non-teaching staff
- School pupils
- Parents
- School Boards/Parent Councils
- Parent/Teacher Associations.

2.11 The GED also applies to employment, services to parents and carers and all other Council services. Angus Council has produced a corporate GES and information on this document can be obtained by contacting the ACCESSLine on 08452 777 778.

2.12 Strategic Aim. The aim of the Gender Equality Scheme is to:

- create an environment of equality between men and women, boys and girls, by identifying and removing barriers that make it harder for people to access our services
- adopt an Education Department approach to eliminating discrimination by actively ensuring equality is embedded in all policies and procedures
- identify and remove any harassment related to gender
- promote positive attitudes to gender equality through training and promotional opportunities
- improve involvement with staff and other stakeholders regarding decision making
- provide fair and accessible services.

### 3 EDUCATION IN ANGUS

3.1 **Towards a Shared Vision** - The Education Department is committed to realising the potential of all children, young people, communities and staff by:

- putting people at the heart of all we do
- nurturing an ethos of achievement
- striving for sustainable improvement
- working co-operatively.

3.2 The strategic objectives contained within the Angus Integrated Children's Services Plan 2005-2008, "For the Children of Angus", are expanded in the annual Education Service Plan. These documents take account of the Angus Community Plan including Progress Reports and Reviews, the Council's Corporate Plan for the 2003-2007 and the February 2006 updates of corporate service planning guidelines and the updated Corporate Priority Objectives and Targets.

3.3 The 2004-2007 Corporate Plan identifies the following key priorities for the Council:

- to be a Best Value local authority service provider
- to encourage a dynamic Angus economy
- to promote lifelong learning in Angus
- to promote healthy, caring and safe communities
- to improve the quality of life in Angus.

3.4 **Service Profile** - The Education Department is the largest of Angus Council's service departments. It employs 1,277 full-time equivalent (FTE) teaching staff and 759 (FTE) support staff. The revenue budget for financial year 2006/2007 is £89.4 million.

3.5 The service is delivered through 57 primary schools (total roll 9,072 pupils) and 8 secondary schools (total roll 7,127 pupils), with provision for 1,586 pre-school children in nursery classes operating within 53 primary schools.

3.6 In support of the work of schools and other sections of the Education Department, there are a number of centrally-based teams, headed by the Director of Education and three Senior Education Managers. These teams are:

- Quality Improvement (Educational Development Service, Management Information Service, Community Learning & Development Service, ICT)

- Children's Services (Additional Support Needs, Educational Psychology Service, School & Family Support Service)
- Finance, Property and Personnel.

### **Underpinning Principles**

3.7 The Education Department is committed to complying with the general and specific duties outlined above and, in particular, to:

- the elimination of discrimination and harassment which is unlawful under the SDA
- the promotion of equality of opportunity between genders.

In relation to gender equality, the Education Department will:

- consult parents and staff in all relevant matters
- provide information, guidance and training
- participate in the development of procedures and materials at local and national level.

### **Functions of the Education Department**

3.8 The Education Department will fulfil its duty and promote the GED through delivery of the following key functions:

- as the provider of an education service across Angus
- as a planning and commissioning body
- as an employer
- as a purchaser of a wide range of services including those from the voluntary sector and community groups
- as a landlord/estate manager.

3.9 Schools will:

- provide a setting in which all pupils feel valued and safe
- ensure that all children and young people are given the opportunity to realise their full potential
- support all pupils with Additional Support Needs
- assess the impact, or the likely impact, of their policies and practices on gender equality

- gather information on the effects of their policies and practices, the educational opportunities available and the achievements of pupils in relation to gender
- provide an annual report in respect of the above matters
- comply with the general duties at school level
- maintain a copy of the Education Department's GES.

### 3.10 WHO SHOULD IMPLEMENT THE GENDER EQUALITY SCHEME?

#### DIRECTOR OF EDUCATION & CENTRALLY-BASED STAFF

***The Director of Education is responsible for supporting schools in the implementation of this GES by:***

- developing guidelines to raise staff awareness and enhance working practices
- providing a range of staff development opportunities for **all** staff
- improving access to information
- developing appropriate resources to improve access to services
- planning and developing provision in response to the monitoring and review processes
- developing an appropriate range of support services and partnership arrangements with other agencies
- ensuring regular reviews of this GES.

### 3.11 HEAD TEACHER

***The Head Teacher is responsible for the implementation of this scheme by:***

- promoting a positive ethos in the school which values and includes all pupils
- ensuring that the duty is achieved through the consultation of all staff, pupils, parents/carers and the school's Parent Forum
- ensuring that relevant priorities of the GES action plan are fully implemented at school level
- deploying staff to support individuals and groups in accordance with the Support for Learners policy
- developing appropriate support for individuals, groups of pupils and staff in partnership with centrally-based staff in the Education Department and other agencies.

***The Head Teacher (or designated senior member of staff) is responsible for:***

- overseeing the scheme and its implementation
- ensuring that due regard is given to gender equality in policy development
- developing knowledge and skills through appropriate training
- submitting annual reports on Impact Assessments and the use of the data gathered to the Education Department
- assisting the management team to monitor and analyse Annual Reports
- supporting the development of a positive school ethos.

***and, in consultation with the Co-ordinator for Continuing Professional Development, for:***

- disseminating information about staff development opportunities related to gender equality
- encouraging staff to attend appropriate courses related to gender equality
- ensuring gender equality in terms of access to, and uptake of, training and development opportunities.

### 3.12 ALL STAFF

***All staff are responsible for the implementation of this GES by:***

- working co-operatively to develop and promote a supportive and caring ethos which ensures the inclusion of all children
- working collaboratively with colleagues and parents to meet the needs of all pupils
- developing and managing strategies to deliver an effective education for all pupils
- implementing, where relevant, Individualised Educational Programmes (IEPs).

## **4 IMPLEMENTING THE DUTY**

### **A) ACTION PLAN**

A.1 The Education Department, through the involvement of the Gender Equality Working Group, has developed an action plan (Appendix 1) focusing on the following core areas:

- consult with pupils, staff and parents
- impact assessments
- employment
- communication
- service delivery
- procurement and partnerships
- publication, monitoring and review of the GES.

A.2 The Department is required to state how information will be gathered on the effects of existing and new policies and practices on gender issues. "Policies and Practices" is a broad term and covers all key functions of Angus Council Education Department. See para 3.8.

A.3 Schools already have access to information on gender and will hold data which shows:

- gender distribution within classes/stages
- attainment and achievement
- exclusion figures
- incidents of bullying.

A.4 This range of information will be used to assist with the planning for the development of new services and to provide data to the Scottish Executive.

A.5 In order to ensure that services and functions take account of gender, information is gathered in a number of different ways as described below.

#### **Consultation**

A.6 The Education Department will develop and promote consultation through a range of strategies including:

- individual face-to-face meetings
- the Gender Equality Working Group

- service user surveys
- focus groups
- partnership consultation exercises
- Education Department website
- staff surveys
- pupil surveys
- parent surveys.

A.7 Initial consultation was achieved through an event held in the Next Generation Sports Centre, Monifieth, attended by a number of senior pupils from Angus and Dundee Secondary Schools. The young people were joined by a number of key staff from the Education Departments of both Authorities.

A.8 At the meeting the participants were briefed on the subjects of gender stereotyping and the new duties placed upon the Council and the Education Department. The consultation exercise invited participants to identify aspects of school life where they judged gender differences had had negative effects and to suggest ways in which these could be eliminated.

A.9 The Action Plan of this GES reflects the priorities which emerged at this event.

## **B) IMPACT ASSESSMENT**

B.1 All departmental policies are subject to regular review. This ensures consistency in the process of policy development and provides a standard approach to assessing the likely impact of policies on learners, their parents and carers and staff.

B.2 A screening template has been developed to provide a structured and consistent approach to this process (Appendix 2). The template has been designed to facilitate the review of all policies and supporting guideline documents to determine their impact on the people the Education Department serves or employs and to identify those policies which will require a more detailed impact assessment. The screening process and impact assessments will also seek to identify any previously missed opportunities to promote gender equality. Where the information gathered identifies a negative impact, the policy will be reviewed.

B.3 Having reasonably considered the alternatives, the Education Department may occasionally be required to implement practices and procedures that may have an adverse impact. If that is the case, strict control and monitoring mechanisms will be put into place to minimise the impact.

## **C) EMPLOYMENT**

- C.1 The Education Department is committed to implementing equality legislation in the recruitment of staff and does so in a manner which is in compliance with corporate policies, procedures and practices.

## **D) PROCUREMENT AND PARTNERSHIPS**

- D.1 The procurement of services by, or on behalf of, the Education Department will follow Council guidelines which ensure that issues of gender equality are addressed within the tendering process and in contract documents.
- D.2 The Education Department, along with other Council departments, will examine and monitor contracts for services procured as above to ensure compliance with this GES and the corporate GES.
- D.3 Where services are supplied to the Education Department using Service Level Agreements (SLAs), accessibility duties and gender equality will be specified in these agreements. Subsequent delivery will be monitored and reviewed to ensure compliance.

### **Monitoring the Performance of the Education Department's Gender Equality Scheme**

- D.4 Responsibility for the monitoring and evaluation of the GES rests with the Senior Education Manager (Pupil and Parent Support). He is supported in this task by a range of senior officers.

## **E) PUBLICATION AND REVIEW**

- E.1 This scheme will be reviewed formally by June 2010 and will be subject to ongoing annual review. The Gender Equality Working Group and other network support groups will be involved in this process.
- E.2 An annual progress report will be published.
- E.3 The GES will be published on the Angus Council website ([www.angus.gov.uk](http://www.angus.gov.uk)). Printed versions of the Scheme are available on request from Access Angus (telephone no 08452 777778). Sections of this document can be translated into Chinese, Urdu, Hindi, Punjabi, Polish or Gaelic, or can be made available in large print, audio and Braille.

E.4 We would appreciate your feedback on this Gender Equality Scheme. Any comments you have on this scheme are welcome and will be considered when we produce further plans and reviews. Please let us know your views/comments by contacting:

- 1) The Senior Education Manager (Pupil & Parent Support)  
Education Department  
Angus House  
Orchardbank Business Park  
Forfar  
DD8 1AE  
Tel: 01307 476363  
Fax: 01307 461848  
e-mail: [NowakJ@angus.gov.uk](mailto:NowakJ@angus.gov.uk)

or

- 2) ACCESSLine Tel: 08452 777778.

or

- 3) ACCESSLine e-mail: [accessline@angus.gov.uk](mailto:accessline@angus.gov.uk)

**APPENDIX 1: Education Department GENDER EQUALITY SCHEME ACTION PLAN**

\* indicates priorities identified through the consultation process

Priority Action	Responsibility	Timescale	Intended outcomes or performance measures
<p><b>1. Gathering and using information</b></p> <p>1.1 Establish a Gender Equality Working Group to inform and monitor the promotion of Gender Equality within the Education Department</p>	<p>Senior Education Manager (Pupil &amp; Parent Support)</p>	<p>September 2007 March 2008</p>	<p>Production of specific guidance for all staff following analysis of the various stakeholder surveys. Development of detailed action plan for 2008-09.</p>
<p>1.2 Provide administrative support and resourcing as appropriate to ensure the effective functioning of the Gender Equality Working Group</p>	<p>Senior Education Manager (Pupil &amp; Parent Support)</p>	<p>Ongoing Task</p>	<p>The Gender Equality Working Group will receive the necessary levels of support to undertake and complete all planned tasks.</p>
<p>1.3 Establish means of gathering opinions related to gender</p>	<p>Senior Education Manager (Pupil &amp; Parent Support)</p>	<p>May 2007</p>	<p>Further stakeholder surveys conducted to gather opinions on gender equality issues.</p>

1.4	Arrange a programme of meetings of Gender Equality Working Group	Senior Education Manager (Pupil & Parent Support) Strategic Support Officer	September 2007	Programme of meeting in a variety of venues agreed and published.
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<b>Priority Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Intended outcomes or performance measures</b>
<b>2. Gender Impact Assessment</b>			
2.1 Implement impact assessment process	Strategic Support Officer	December 2007	In consultation with the Gender Equality Working Group and other partners implement programme of impact assessment.
2.2 Categorise the potential impact of policies and practices	Strategic Support Officer	February 2007	Policies and practices prioritised into 'High', 'Medium' or 'Low' impact categories.
2.3 Publish the outcomes of impact assessments	Senior Education Manager (Pupil & Parent Support)	May 2008 May 2009	Results of Impact assessments compiled and published.

Priority Action	Responsibility	Timescale	Intended outcomes or performance measures
<p><b>3. Employment – Pay Discrimination</b></p> <p>3.1 Ensure that the employment policies, practices and procedures of the Education Department meet statutory requirements and comply with Council procedures</p>	<p>Staffing Section Education Department</p>	<p>Ongoing Task</p>	<p>The employment policies, practices and procedures of the Education Department do not discriminate against individuals on the grounds of their gender.</p>

What we will do	Responsibility	Timescale	Intended outcomes or performance measures
<p><b>4. Communication</b></p> <p>4.1 Publish annual newsletter incorporating the annual progress report*</p>	<p>Senior Education Manager (Pupil &amp; Parent Support)</p>	<p>May 2008 May 2009</p>	<p>Action plan progress is reported and published.</p>

Priority Actions	Responsibility	Timescale	Intended outcomes or performance measures
<b>5. Service Delivery</b> 5.1 Monitor the effectiveness of schools in complying with their responsibilities	Quality Improvement Officers HT Mentors	Ongoing Task	School progress in meeting the general duty is reported annually.
5.2 Monitor admissions, attendance, exclusions and attainment in relation to gender	Management Information Service	Ongoing Task	Data relating to the gender of pupils routinely gathered, collated and monitored.
5.3 Programme of multi-agency training established*	Strategic Support Officers	Ongoing Task	Through joint training staff from a range of partner agencies are made aware of the GED and their role in relation to it.
5.4 Programme of awareness-raising events*	Strategic Support Officers		Staff throughout the department are made aware of the GED and their respective roles and responsibilities.
5.5 Positive attitudes towards gender equality actively promoted throughout the curriculum and in choices of resources	Schools	Ongoing Task	Pupils are made aware of gender equality issues.

5.6	Gender related bullying is identified and addressed in school anti-bullying procedures.	Management Information Service	Ongoing Task	Bullying of children and young people because of their gender is recorded effectively. Data gathered to facilitate monitoring of incidences.
5.7	Assist individual schools to produce their own Gender Equality Policy	Gender Equality Working Group	December 2007	New procedures impacting on practice and on challenges indicated in Appendix 4

<b>Priority Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Intended outcomes or performance measures</b>
<b>6. Procurement and Partnerships</b>			
6.1 Service level agreements include accessibility and equality requirements.	Commissioning Officer	Ongoing Task	Contracts monitored through user evaluations of service provided.
6.2 Involve representatives of the Gender Equality Working Group in the procurement process as appropriate*	Principal Officer (Physical Resources) Administration Officer	Ongoing Task	Involvement of the Gender Equality Working Group contributes to the Department meeting the general duties.

What we will do	Responsibility	Timescale	Intended outcomes or performance measures
<p><b>7. Gender Equality Scheme</b></p> <p>7.1 Gender Equality Scheme published</p>	Senior Education Manager (Pupil & Parent Support)	June 2007	A Gender Equality Scheme and Action Plan is developed and published.
7.2 Summary of action plan progress published annually.	Senior Education Manager (Pupil & Parent Support)	May 2008	Progress identified, reported and published. Data gathered by the report informs priorities for subsequent year's actions.
7.3 Carry out a full review of the GES	Senior Education Manager	May 2010	GES reviewed and new scheme published.

**GENDER EQUALITY SCREENING/IMPACT ASSESSMENT TEMPLATE**  
**Policy Control Document**

<b>Name of Policy/Procedure</b>	
<b>Lead department/service</b>	
<p>Is this a new, or a review of an existing policy/procedure?</p>	
<p><b><u>Screening Process</u></b></p> <p>Has the document been screened for relevance.</p> <p>If no, screen now</p> <p>Does the policy/procedure involve or have consequences for the people the council serves or employs?</p> <p>If no, please state why not.</p> <p>The policy/procedure is not relevant and no further action is required.</p> <p>Please sign and date immediately and keep page 1 for reference.</p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p> <p>If yes, proceed to Step 1 of the Full Impact Assessment.</p>	
<p><b><u>Full Impact Assessment</u></b></p> <p><b>Step 1</b></p> <p>Check if the policy/procedure previously been impact assessed in terms of the Gender Equality Duty.</p> <p>If so, unless there have been significant changes, no further action is required. Please sign and date immediately below and retain for reference.</p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>	

<p><b>Step 2</b></p> <p>Are there any legal requirements affecting this policy/procedure? If so please describe.</p>	
<p><b>Step 3</b></p> <p>Determine the aim of the policy or procedure.</p>	
<p><b>Step 4</b></p> <p>Consider and detail the data/research available to assess the likely impact of the policy/procedure.</p>	
<p><b>Step 5</b></p> <p>(i) Determine the level of relevance being allocated to this policy/procedure ie <u>high</u>, <u>medium</u>, <u>low</u> or <u>not relevant</u>?</p> <p>(ii) Is there any reason to believe the policy/procedure could affect people differently due to their gender ? Is so, how?</p> <p>(iii) Is there evidence to suggest that any part of the procedure/policy could unlawfully discriminate against people because of gender? If so how?</p> <p>(iv) Can the policy/procedure be seen to favour one gender or deny opportunities to another? If yes, give details.</p> <p>(v) Does the policy/procedure advance or restrict equality? If yes, give details.</p>	
<p><b>Step 6</b></p> <p>Are there any other actions which could have been taken to enhance equality of opportunity? If so please state.</p>	
<p><b>Step 7</b></p> <p>Consider if any adverse impact can be justified. If yes, give details.</p>	

<p>If no, consider alternative ways of delivering the policy/ procedure to minimise negative impact or eliminate unlawful discrimination. Give details of the changes to be made to the policy/procedure.</p>	
<p><b>Step 8</b> Consult relevant stakeholders:</p> <p>(i) Internally</p> <p>(ii) Externally</p> <p>Describe stakeholders consulted.</p> <p>Indicate which methods of consultation were used:</p> <ul style="list-style-type: none"> <li>• constructive comments after circulation of documents</li> <li>• meetings</li> <li>• interviews</li> <li>• questionnaires</li> <li>• telephone survey</li> <li>• on line survey</li> <li>• other (please state)</li> </ul> <p>If external consultants used, give details</p>	
<p><b>Step 9</b></p> <p>Consider if policy/procedure should be piloted first. If not, will the policy/procedure be adopted now?</p>	
<p><b>Step 10</b></p> <p>Make arrangements to monitor and review the impact.</p> <p>(i) Who will be responsible for monitoring?</p> <p>(ii) How will it be monitored and analysed?</p> <p>(iii) How often will the policy/procedure be reviewed and by whom?</p>	
<p><b>Step 11</b></p> <p>Publish results of the Impact Assessment</p> <p>(i) How will the results be recorded and reported?</p>	

<b>Step 12</b>	
<p>Completion of impact assessment:</p> <p>Please complete the section below and forward to the relevant Senior Manager.</p>	
<p><b>(PLEASE PRINT)</b></p> <p>Date completed _____</p> <p>Completed by _____</p> <p>Policy Owner _____</p>	
<p>For additional information and advice please contact Doreen Phillips, Human Resources, tel 01307 476058, email <a href="mailto:PhillipsD@angus.gov.uk">PhillipsD@angus.gov.uk</a>.</p>	

# Briefing paper for schools on the Gender Equality Duty

## Introduction

This briefing paper explains the background to the arrangements being made by the education authority to facilitate your school's involvement in the Gender Equality Duty.

Each education authority must make arrangements for the schools under their management to participate in meeting the GED. This paper explains some of the background to the arrangements being made for your school.

## Background

The GED came into force on 6 April 2007 and placed new duties on all public authorities - including education authorities. The overarching goal of the GED is to promote equality of opportunity between genders.

Schools and education authorities are already working to meet existing responsibilities under a wide range of statutes:

The new duty builds on earlier statutes and goes beyond the requirement to implement change on an individual basis. It requires education authorities to be proactive in their consideration of gender equality issues.

## The Gender Equality Duty

The Gender Equality Duty (GED) places two types of duty on education authorities:

### The general duty

The general duty applies to all authorities which carry out a public function (subject to certain limited exceptions). Under the general duty, a public authority is required to have due regard\* to ensuring:

1. *elimination of unlawful discrimination and harassment*
2. *promotion of equality of opportunity between men and women.*

\*\*Due regard\*\* means giving appropriate weight to the need to promote gender equality in proportion to its relevance.

## The specific duties

The specific duties provide a framework to support public authorities in meeting their general duty. At the heart of this duty is the Gender Equality Scheme (GES). The GES must be published by 29 June 2007 and be revised every three years thereafter. An annual report must also be published which shows what actions have been taken under the scheme and what outcomes were achieved.

In developing a GES, authorities must meet the other requirements of the specific duties, namely:

- *to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives*
- *to consider the need to - in formulating its overall objectives - include objectives to address the causes of any gender pay gap*
- *to gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services*
- *to consult stakeholders (ie staff, service users and others, including trade unions) and to take account of relevant information in order to determine its gender equality objectives*
- *to assess the impact of its current and proposed policies and practices on gender equality and to have due regard to the results of these impact assessments*
- *to produce an action plan setting out the steps the Education Department will take to comply with the general duty*
- *to implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.*

Education Authorities need to make arrangements for each school to:

- assess the impact of its policies and practices, or the likely impact of proposed policies and practices, on gender equality
- gather information on the effects of its policies and practices, the educational opportunities available to pupils, and on the achievements of all pupils analysed in respect of gender
- provide an annual report in respect of the above
- carry out the steps proposed in the Authority's Action Plan at school level
- maintain a copy of the Education Authority's GES.

These arrangements will ensure that schools are fully involved in working to meet the Education Authority's general and specific duties. They will also ensure that the impact of the gender equality duty will be felt directly in schools.

## **Definitions of Discrimination**

### **Unlawful discrimination:**

- 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 in employment
- discrimination on the grounds of gender reassignment in employment and vocational training (with certain exceptions)
- direct and indirect discrimination in employment on the grounds that a person is married or a civil partner
- victimisation because someone has tried to exercise their rights under the Sex Discrimination Act 1975.

### ***Direct Discrimination***

Direct discrimination is where a woman (or man) is treated less favourably than a person of the opposite sex in comparable circumstances because of her (or his) sex.

Section 1(1)(a) of the Sex Discrimination Act 1975 states that a person discriminates against a woman if,

*“on the grounds of her sex he treats her less favourably than he treats or would treat a man.”*

This provision in relation to sex discrimination applies equally to the treatment of men. A similar test is applied in relation to discrimination on the grounds of gender reassignment in the employment field (namely a person discriminates if he treats B less favourably than he treats or would treat other persons, and does so on the grounds that B intends to undergo, is undergoing, or has undergone gender reassignment); in relation to discrimination against married persons and civil partners in employment ); and in relation to discrimination on the grounds of pregnancy or maternity leave in employment. If a woman can show that 'but for' her pregnancy or maternity leave, she would not have suffered less favourable treatment, this is sex discrimination.

## **Indirect Discrimination**

The Equal Opportunities Commission states that in the area of employment, indirect discrimination is where a provision, criterion or practice is applied (or would be applied) to both sexes but which puts one sex (or married person) at a particular disadvantage and cannot be shown to be a proportionate means of meeting a legitimate aim. For example, a requirement to work full-time might be unlawful discrimination against women. In other fields covered by the Sex Discrimination Act, indirect sex discrimination occurs when a condition or requirement is applied equally to both women and men but, in fact, it affects a significantly greater proportion of women than men (or vice versa) and is not justifiable on objective grounds unrelated to sex.

Section 1(1)(b) of the Sex Discrimination Act 1975 states that a person discriminates against another if,

*“he applies to her a requirement or condition which he applies or would apply equally to a man but*

- (i) which is such that the proportion of women who can comply with it is considerably smaller than the proportion of men who can comply with it, and*
- (ii) which he cannot show to be justifiable irrespective of the sex of the person to whom it is applied, and*
- (iii) which is to her detriment because she cannot comply with it.”*

A similar test is applied in relation to indirect discrimination in employment on the grounds that a person is married or a civil partner.

## **Harassment**

The Sex Discrimination Act 1975 prohibits harassment in employment, vocational training and further education. Harassment can be defined as conduct (verbal or non-verbal, public or private) by any group or individual on the ground of the person's sex that alarms, threatens, distresses, offends or humiliates another person, and which is unwelcome or unwanted. Harassment on the grounds that someone intends to undergo, is undergoing or has undergone gender reassignment is also expressly prohibited.

## **Discrimination on Grounds of Sexual Orientation**

The Employment Equality (Sexual Orientation) Regulations 2003 prohibit both direct and indirect discrimination on the grounds of sexual orientation in the employment field. The Regulations define sexual orientation as meaning “a sexual orientation towards persons of the same sex; persons of the opposite sex; or persons of the same sex and of the opposite sex”. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007 and make it unlawful to discriminate on grounds of sexual orientation in the provision of goods, facilities and

services, education, disposal and management of premises and in the exercise of public functions.

## FURTHER INFORMATION

### Gender and pre-16 education

Education in Scotland has always enjoyed a high status and been seen as a crucial part of the social fabric with a significant role to play in shaping and developing Scottish society. Scottish schools and nurseries provide opportunities for children to become successful learners, confident individuals, responsible citizens and effective contributors to society. They also employ large numbers of people in a wide range of roles. It is crucial that they rise to the challenge of implementing the GED and ensuring gender equality in policies, services and employment practices.

Currently there are significant gender-related inequalities in Scottish schools. For example:

- girls are out-performing boys in terms of attainment at all levels (consistent with results from across the OECD countries)
- boys are much more likely than girls to be excluded from school (males accounted for 79% of all exclusions from Scottish schools in 2004/05).

There are marked gender differences in young people's subject and work experience choices, which stem partly from the persistence of stereotypes about what males and females are suited to. In 2005, 80% of entrants for Higher Administration were female, and 76% of entrants for Higher Computing were male.

In terms of its workforce, the pre-16 education sector has some difficult challenges ahead if it is to become more equal and more responsive to the different needs and experiences of men and women. These challenges include:

- attracting more men into childcare and teaching roles – currently less than 3% of childcare workers are male and the number of males entering teaching is in decline (men made up only 10% of entrants to primary teacher education in Scotland in 2002-03)
- properly rewarding and promoting women in the sector (who make up 59% of teachers in secondary schools but only 21% of secondary head teachers)
- tackling the under-valuing of professionals such as nursery nurses and classroom assistants, whose jobs are historically linked to women's role in society, responsible for caring and domestic tasks, and who are often paid little more than the minimum wage for what is vital and valuable work.

Although many of these issues have been well discussed and some, such as the gender attainment gap, are long established, there is not yet enough concerted action to embed gender equality into education systems and structures. The Scottish Executive found in its research on gender strategies in Scottish schools (Insight 31, May 2006) that "gender becomes lost or fudged within the broader inclusion agenda" and that "it was rare to find schools with written policies on gender equality".

The GED should change that but education providers should be clear that written policies on their own will not be enough to deliver the real change to services, policies and practices that the GED is intended to deliver. The focus should be on outcomes, not on documents and procedures.

### **Ambitious Excellent Schools**

"Ambitious Excellent Schools" is the Scottish Executive's agenda for the most comprehensive modernisation programme in Scottish schools for a generation. It includes actions to develop school leadership, revise Initial Teacher Education, provide greater choice and opportunity for pupils and create "tougher, intelligent accountabilities". One key strand of this agenda is the curriculum reform project, "A Curriculum for Excellence". Such a comprehensive reform programme has within it many opportunities to mainstream gender equality.

At national level, to support and give strategic direction to the work required of schools and education authorities, the Scottish Executive's gender equality scheme could ensure that all future developments under the auspices of this programme are designed to promote gender equality. There are clear gender equality implications within the focus on school leadership, teacher education and curriculum reform.

### **A Curriculum for Excellence**

A Curriculum for Excellence (ACfE) is a major driver of broad curriculum policy which stemmed from the 2002 National Debate on Education. The main element of ACfE is the review of the curriculum to create a single, coherent curriculum framework from age 3 to age 18. The curriculum review group reported in 2004, proposing that the purpose of education is to enable all young people to become:

- successful learners
- confident individuals
- effective contributors to society
- responsible citizens.

A Curriculum for Excellence aims to develop these capacities in a way which, amongst others, enables young people: to have respect for others; to understand different beliefs; to develop informed, ethical views of complex issues; to relate to others and manage themselves; and to work in partnership and in teams. These are all capacities which, in the light of the GED, will require active anti-discriminatory approaches to learning and teaching to foster the promotion of equality.

An important objective at national level will be to ensure that equality issues are clearly articulated across curriculum areas, to enable an anti-discriminatory, inclusive approach to learning and teaching. A Curriculum for Excellence is intended to provide a framework for all Scotland's young people and children. Teachers and other educators need a confident, clear and shared understanding of the issues and concepts relating to discrimination.

### **National Priorities**

The Scottish Executive, through the Standards in Scotland's Schools Etc Act 2000, set a range of priorities for school education, including one specifically targeted towards "Inclusion and Equality". This priority states that schools should "promote equality and help every pupil benefit from education."

It is clear that work towards this priority, if underpinned by national action to support schools to achieve it across the equality strands, will help the education sector to meet the GED at national and local level.

### **The Child at the Centre**

"The Child at the Centre" is a self-evaluation guide for centres providing pre-school education and day care to children aged 3-5. The guide reflects the view that care and education go hand in hand, forming one whole experience that contributes to a child's learning and development. Values underpinning the guide include a commitment to equal opportunity and inclusion for all.

In using "The Child at the Centre", organisations should consider how to build in aspects of gender equality to ensure that they can simultaneously fulfil the GED requirements. The EOC publication specifically for the Early Years sector, "An Equal Start", might be a useful resource.

### **Schools/College partnership work**

In recent years there has been more emphasis in the education sector on collaboration between different learning providers, and one particular development has been the increased use of FE colleges to provide vocational learning to school pupils, through for example new "Skills for Work" courses, which are accredited.

The uptake of these new courses has been high: around 1500 young people (mainly in S3 and S4), 28 colleges and 145 schools across 21 education authorities have been involved in the first year, and a further 4000 are expected to participate from August 2006. However, the uptake has also been on stereotypical lines. In the first year of the pilot 2% (19) of candidates working towards Construction Crafts at Intermediate 1 are female while 2% (12) of candidates working towards Early Education and Childcare Intermediate 1 and Intermediate 2 are male.

Joint working between schools and colleges could create new chances for young people to try out work areas which they might not previously have considered, and to break down persistent gender stereotypes about certain types of job. Schools and colleges could work together to build a common objective to support wider choice, and to underpin this with action to ensure that partnership work of this kind is a positive contributor to gender equality.

### **Pupil attainment**

The gender gap in attainment in schools is perhaps the highest profile gender equality issue in the pre-16 education sector. There has been much discussion among educators and in the media of the way in which girls are over-taking boys at every level, year on year. This is not a Scottish phenomenon – OECD data reveals that girls out-performing boys is becoming a global trend.

In terms of the Scottish experience, in 2004, across all Standard Grade subjects, female candidates out-performed males, especially at Credit level where, for females, almost 50% of entries resulted in Credit level awards. At Higher level, the average pass rate for female candidates across all subjects was 4 percentage points higher than for males. The average grade A rate for female candidates across all subjects was 2 percentage points higher than for males.

The GED presents an opportunity to look at this with new eyes, and to find new solutions. If the GED is used to assess learning, teaching and assessment methods for gender bias, the sector may be able to address some persistent concerns such as whether the drive towards continuous assessment is a factor in boys' lower attainment, whether teaching methods are becoming "feminised" by the largely female workforce and impacting on boys' performance, and whether certain materials such as the texts studied in English or the examples used in Mathematics are inherently biased towards one gender. Alternatively, education authorities may find that issues of class and/or family stability have a stronger impact than gender alone.

Schools setting objectives to tackle inequality in attainment should be aware of the legal issues surrounding different treatment of the sexes within education; for example the creation of single sex approaches may be illegal in some cases. The gender equality duty does not change existing law in this area. For more information on this, refer to the Scottish Code of Practice.

## Pupil choices

Pupils in Scottish schools are continuing to show gender stereotypes in the choices they make, both in terms of subjects to study and work experience placements. Subject choices, particularly for accredited study, are important because they can expand or limit future career choices. For example, dropping Chemistry may affect future options in medicine, while lack of Physics may limit choices in Engineering.

Some schools are now encouraging pupils to choose subjects for accredited study as early as S1 (the usual pattern is to try a range of subjects for the first two years of secondary education and to choose Standard Grade options for S3 and S4). It is therefore more important than ever to tackle the attitudes to gender in respect of different subjects. The gendered patterns of uptake can be clearly seen in SQA data:

2004 Standard Grade entrants by gender:

Subject	% Male entrants	% Female entrants
Home Economics	21%	79%
Biology	30%	70%
Administration	24%	76%
Physics	72%	28%
Craft and Design	78%	22%
Physical Education	70%	30%

Where pupils do choose to study a subject which is dominated by the opposite sex, they often do very well: in 2004, in Physics and Craft and Design, the female candidates obtained better results than the male candidates, and at Advanced Higher level, female candidates performed better than their male counterparts in Physics and Technological Studies, with a higher percentage of both passes and grade As. At Intermediate 2 level, male candidates had a greater grade A rate than female candidates in Care and in Home Economics: Lifestyle and Consumer Technology. So clearly where pupils are able to overcome their stereotypes to study non-traditional subjects they can have very positive outcomes, which is all the more reason for schools and other agencies such as Careers Scotland Advisers to do more work to tackle anachronistic stereotypes. The GED offers an opportunity to look again at what causes sex stereotyping and how it can best be challenged.

This should also extend to challenging gendered uptake of work experience opportunities. In 2003 the EOC commissioned research into pupils' work experience choices, and discovered that:

- 38% of girls did placements in a nursery, playgroup or primary school, compared to 7% of boys
- 25% of boys did placements in traditional trades (motor vehicle, plumbing, joinery) compared to 1% of girls
- 9% of girls and no boys did placements in hairdressers.

The research found that, in general, schools were more concerned with providing any opportunity for work experience, due to a shortage of providers, than with encouraging pupils to consider industries and occupations that are not traditional for their gender. While understandable, this approach allows gender inequalities to persist. The GED offers an opportunity to consider how to manage work experience provision in a way that promotes gender equality and tackles discrimination.

### **Discipline and behaviour management**

There is a clear gender divide in pupils' experience of school in terms of discipline. Male pupils accounted for 79% of exclusions from Scottish publicly funded schools in 2004/05. The gender divide shows itself as early as Primary 1, when in 04/05, 115 out of 130 exclusions were of male pupils. The trend continues throughout the school years, with boys accounting for anything from 87.6% (P3) to 92.6% (P6) of exclusions in primary, depending on stage. The proportion of male exclusions is nearly as high at secondary level, varying from a low of 74.4% at S3 to a high of 83.9% at S1.

Evidence suggests that male pupils are more likely to show distress or concerns through "acting out" demonstrating challenging behaviour in schools, such as fighting and offensive behaviour and consequently are more likely to be excluded from school. Female pupils may show distress or concerns in less obvious ways or by "acting in". In order to fulfil the GED schools may, as part of their behavioural management strategies, wish to consider the differing emotional needs of male and female pupils throughout their school careers.

Although schools do not make decisions about assessment on their own, they may wish to consider whether the diagnosis and approach to supporting children and young people with additional support needs is tainted by gender bias. The very uneven gender ratios for conditions such as dyslexia, attention deficit hyperactivity disorder and conditions on the autistic spectrum may give rise to questions about whether diagnostic criteria are tainted by sexist assumptions about what is appropriate behaviour for boys and girls.

### **Additional Support for Learning**

Evidence also suggests that male pupils are more likely to require additional support for learning. There are a number of suggested reasons for this, including greater vulnerability to illness and genetic problems as well as the growing 'feminisation' of the teaching profession. Schools should ensure that they consistently apply the criteria for additional support for learning, as set out in the Education (Additional Support for Learning) (Scotland) Act 2004 to prevent influence by sexist assumptions about what is appropriate behaviour for boys and girls.

## Health Promoting Schools

All schools are expected to be Health Promoting Schools by 2007. Health Promoting Schools support a whole school approach to promoting the physical, social, mental and emotional well-being of all pupils and staff. This ensures not only that health education is integral to the curriculum but also that school ethos, policies, services and extra-curricular activities foster mental, physical and social well-being and healthy development. The key argument for this is that when children and young people are fit and healthy, they are more able to concentrate, learn and do well at school.

Schools, in developing their approach to health promotion, need to recognise that different patterns of exercise, food and alcohol consumption and different attitudes to risk affect women and men, boys and girls, and will influence their response to health initiatives. There are particular issues for girls and boys in, for example, mental health, attitudes to sports and exercise, sexual health, sexual abuse and smoking. These must be addressed if health promotion is to be effective, and could usefully be included in gender equality objectives. Some more information on these gender differences is set out below.

Boys are more at risk of suicide than girls, with some evidence that homophobic bullying plays a large part in this. Girls are, however, more prone to depression and self-harm. Effective school policies that aim to address issues of emotional and mental health in the classroom and through pastoral care will recognise these gender differences.

Sportscotland research (2002) reported that 66% of girls aged 8-15 took part in physical education and sport to recommended levels, compared with 78% of boys. By the age of 14-15, only 35% of girls and 65% of boys are participating actively. Schools must recognise that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so.

The sexual health of adolescents in Scotland is poor. It is likely that an increase in risky sexual behaviour has contributed to sexual health problems such as sexually-transmitted infections (STIs) and unintended pregnancy among young people. Young people, in particular young women under the age of 20, bear the burden of STIs.

NHS Health Scotland research shows that since 1996 the smoking rate of 15 year old Scottish boys has fallen twice as fast as the rate for 15 year old girls. Since 2000, the number of 15 year old boys smoking (around 15%) has remained significantly lower than that of girls (24%). The gender gap emerges between 13-15 years of age.

Schools should consider gender equality objectives which will address sexist bullying, sexual harassment and violence against women in their formal policies, in personal and social development classes, citizenship activities and throughout the school curriculum where relevant. Recent research published by NHS Health Scotland (2005) looking at attitudes of young people aged 14-18 towards gendered violence showed that a third of both young women and young men believe that women sometimes provoke violence by the way they dress. Half of young women and slightly fewer young men believe that women sometimes provoke violence by flirting with other men. One in 20 young men think that regularly slapping or punching a partner is “just something that happens” (and 1 in 14 say the same about forcing a partner to have sex). These attitudes and beliefs need to be challenged at a very early age and continually challenged throughout a child’s time at school.

### **Involving parents – involving fathers**

Schools are working all the time to ensure greater engagement with parents and to involve parents more in their children's education and the strategic direction of the school. The Scottish Schools (Parental Involvement) Act 2006 places a duty on local authorities and Scottish Ministers to promote parental involvement in its broadest sense. All parents are now automatically members of the Parent Forum at their child’s school. From August 2007 School Boards will be replaced by Parent Councils to represent parents. The Act will allow parents to decide on the arrangements which best suit them and their school.

More and more schools are also recognising the importance of engaging with fathers as well as mothers, and the benefits that this can bring. The Parents as Partners in their Children’s Learning Toolkit contains ideas for schools on how they can involve fathers. The Toolkit is available on the Parentzone website. The Department for Education and Skills in England has developed helpful guidance on how schools can engage with fathers - Engaging fathers — involving parents, raising achievement, which may also be useful to Scottish schools, and is available from their website. Information on working with fathers is also available from organisations such as Fathers Direct and Working With Men.

Schools are encouraged to tackle persistent gender stereotypes about the parenting and caring roles that women and men play in society. Traditional views, such as it is the role of women to undertake the main caring responsibilities in the family, should be challenged. It is important that, in addition to challenging these stereotypes, gender equality is promoted. For example, it is important that schools actively encourage boys to explore men’s caring responsibilities and fatherhood.

In developing new ways of engaging with and involving fathers, schools need to be aware of the evolving nature of families in the 21st Century, and in particular they should be welcoming to gay and lesbian parents.

Schools also need to have policies and procedures in place to deal with occasions in the family’s domestic circumstances which may make it inappropriate to engage with both parents in the same way.



EDUCATION  
DEPARTMENT

The Education Service is committed to realising the potential of all children, young people, communities and staff by:

- Putting people at the heart of all we do
- Nurturing an ethos of achievement
- Striving for sustainable improvement
- Working co-operatively

If the complaint is still not resolved an officer outwith the Education Department will investigate the complaint. The Chief Executive will normally be the appropriate person in such circumstances.

If you are not satisfied with the Chief Executive's decision and wish to take the matter further, you can refer the complaint in writing to the Ombudsman who is the Commissioner for Local Administration in Scotland, Freepost, Edinburgh, EH2 0BD

**Response Times**

**Letters**

- You will be notified within seven days of how your complaint is being dealt with
- If a full response cannot be provided an interim response will be given with a subsequent response date being provided

**Telephone Calls**

- A response will be provided as soon as possible
- If a full response is not possible an interim response will be given with a subsequent response time being provided

**E-Mail or Fax**

- Every effort will be made to deal with electronic correspondence to the same response time target as those set out for dealing with written communication

**Angus Council Access**

Angus Council operates a one-stop enquiry service through ACCESS Line (Tel: 08452 777 778) and ACCESS Offices (currently open in Monifieth, Carnoustie and Kirriemuir, Brechin and Montrose)

**Care Commission**

You are entitled to refer any concerns/complaints about nursery provision to: Scottish Commission for the Regulation of Care (Care Commission), Compass House, 11 Riverside Drive, Dundee DD1 4NY.



Director of Education  
Angus Council  
Angus House  
Orchardbank Business Park  
Forfar  
DD8 1AE

Tel: 01307 473971

**Help us to Improve Our Service to You**

**CUSTOMER CARE**

**CONCERNS**

**COMPLAINTS**

**COMPLIMENTS**

## CUSTOMER CARE

### Working With You

We Aim To:

- Provide you with a service which is of the highest quality
- Meet the educational needs of children, young people, parents, users of our services and the wider community
- Provide equal access to educational opportunity and service for all
- Continue to develop the quality of education in Angus
- Provide a welcoming atmosphere in all of our establishments

This can best be achieved by working together

## Our Responsibilities

- To provide an effective and appropriate education to all users of our services
- To provide a caring and safe environment for learning
- To value you as an individual and respect your views and beliefs
- To keep you informed of activities and to consult you on important issues and policies
- To welcome your comments on the quality of service we provide
- To respond to your enquiries for information as promptly as possible
- To meet you at mutually convenient times
- To deal with confidential information in a sensitive and appropriate manner
- To help you resolve any difficulties within an easily understood complaints procedure

## Your Responsibilities

- To be realistic in your expectations of us
- To respect our staff and treat them fairly
- To take an active interest in your child's education
- To keep us informed about matters which may affect your child's learning
- To attend meetings in support of your child's education
- To comment about the service and provide criticisms in a constructive way

### Concern/Complaints Procedure

**If an issue or difficulty arises in school or in one of our other establishments it is in everyone's interests to resolve it locally and as quickly as possible and to work together to find solutions**

**Education Department Complaint Definition** – A complaint is an expression of dissatisfaction, however made, about the standard of service, failure to follow policies and procedures, actions or lack of actions by the department, school, service or member of staff which affects an individual customer or group of customers and which needs a response.

It is important that difficulties are dealt with in a calm and positive way. Using the following procedures will help us to help you:

- Raise your concern/complaint with the appropriate member of staff either in person, in writing, by telephone or electronically
- If you are still not satisfied, please raise your concern with the Head Teacher or the person in charge of the service
- If the matter remains unresolved you may wish to bring it to the attention of the Principal Officer, Advice and Conciliation Service who deals with parental complaints on behalf of the Director of Education

Mrs Gillian Strachan  
Principal Officer  
Advice and Conciliation Service  
Education Department  
Montrose Road Centre  
Montrose Road  
Forfar  
DD8 2HT

Telephone: 01307 473971

If the matter still remains unresolved you may wish to bring it to the attention of the Director of Education

## Further Information

### GLOSSARY OF TERMS

#### **Commission for Equality and Human Rights (CEHR)**

Commission for Equality and Human Rights (CEHR) is a new organisation that will bring together the three current commissions, Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality. It will enforce equality legislation on disability, age and health, sexual orientation, race, religion and belief and encourage compliance with the Human Rights Act 1998 in England.

#### **Direct Discrimination**

Less favourable treatment of a person on gender grounds compared with the treatment or likely treatment of a person of another gender in the same or similar circumstances. This could include giving a job to a male applicant when a female applicant has similar or better qualifications.

#### **Equal Value**

When work is different but considered to be of equal worth in terms of demands such as decision-making, skills and effort.

#### **Gender**

Sex is the biological difference between men and women but a person's gender is socially constructed, for example women often take more responsibility for childcare than men.

#### **Harassment**

A person is subjected to unwanted conduct which has the purpose or effect of (1) violating that person's dignity or (2) creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

#### **Impact Assessment**

A systematic way of finding out whether a function or policy (or proposed policy) affects different social groups differently eg men or women. This allows functions, policies and procedures to be reviewed and changed in light of any adverse effect (identified or perceived) on particular groups.

#### **Indirect Discrimination**

When an apparently neutral criterion is applied to everyone but can only be met by a considerably smaller proportion of people from one gender and is to their detriment, which cannot be objectively justified. For example, an unnecessary requirement to be under 5' 10" would discriminate against men; a requirement to work full-time or refusal to allow flexible working might be unlawful indirect discrimination against women.

**Indirect Sex Discrimination**

A condition or requirement that is applied to everybody, but is harder for a man or woman to satisfy and which cannot be objectively justified.

**Like work (in relation to Equal Pay)**

Work that is the same or broadly similar in terms of skill, effort and responsibility.

**Mainstreaming**

Making sure gender issues are built into the core business planning and procedures of an organisation.

**Monitoring**

The process of collecting, analysing and evaluating information, to measure performance, progress or change and to take action where required.

**Occupational or Job Segregation**

When men or women predominate in certain jobs or industries. Examples include men working as police officers or women as clerical workers.

**Positive Action**

Positive action is encouraging people from an under-represented group to apply for jobs, training or promotion. In terms of gender equality this could mean placing an advert in a magazine read specifically by men of a certain age, or women from a specific background to encourage them to apply for a job or jobs in certain sectors. However, all candidates would be subject to the same short-listing procedures. This is lawful under the Sex Discrimination Act. Positive discrimination is unlawful in the UK (subject to limited exceptions).

**Specific Duty**

Steps that listed organisations have to take to meet the general gender equality duty.

**Victimisation**

Victimisation happens when a member of staff is treated unfairly or less favourably than others because they have made a complaint or have given evidence or information about somebody else's complaint.

**ACKNOWLEDGEMENTS**

Tayside Police GES (Draft)

Equal Opportunities Commission: Staff Handbook August 2004

Equal Opportunities Commission: Guidance on the duty for Pre-16 Education Providers in Scotland