

Gender Equality Scheme 2007 - 2010

1. Introduction

Barnfield College is committed to removing all unjustified barriers to success for all its staff and learners. To do this The College complies with all relevant equality legislation and seeks to move beyond compliance towards excellence and inclusion for all.

As part of our overall commitment to excellence and inclusion as promoted through our Core Values, the College has developed its Gender Equality Scheme. This should be read alongside The College's Disability Equality Scheme and the Race Equality Policy as well as The College's general Equalities and Diversity Statement. We will consider moving towards a single equality scheme, dealing with all these areas in due course and in the light of The College's experience of implementing the current policies. This Scheme describes how The College will implement the general and specific duties placed on it by the Sex Discrimination Act.

2. The Duties

The duties are set out below. Each duty is coded with a letter and the action points that follow in the main body of this Scheme are coded in the same way to illustrate to which duty they relate.

The General Duty

The College, when carrying out its functions must have due regard to the need to:

- a) eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- b) promote equality between women and men

The Specific Duties

The College will:

- c) set and implement gender equality objectives
- d) publish a Gender Equality Scheme and action plan
- e) consider objectives on gender pay gap

- f) gather and use comprehensive data on staff and learners relating to all relevant college functions
- g) gender impact assess all relevant policies, practices and plans - existing and forthcoming
- h) report on these processes annually and review arrangements and outcomes every three years

3. Key Gender Equality Objectives

- Achieve pay parity between men and women (a, b, c, e)
- Achieve a workforce without gender segregation by role and seniority (a, b, c)
- Become a family friendly employer (a, b, c)
- Provide a safe working and learning environment for men and women, free from sexual harassment (a, b, c)
- Remove gender segregation from all levels, types and programmes of learning (a, b, c, f)
- Achieve public recognition for The College as an organisation that provides gender equality in practice (a, b, c, h)

4. The College as an Employer

- i) The College will undertake a pay review to establish the relationship between the rates of pay for its male and female employees. On the basis of the outcome of the review it will set in train a rolling programme of measures deemed necessary to eliminate any gender specific disparity in rates of pay (a, b, c, e, f)
- ii) The College will undertake an analysis of its workforce by gender, role, and seniority to establish any patterns of gender segregation that may exist. On the basis of the outcome of this analysis it will put in place a programme of measures designed to remove such segregation (a, b, c, f)
- iii) When recruiting to posts traditionally filled predominantly by one of the sexes, The College will, where possible, take specific measures to advertise in formats and in locations traditionally used by members of the underrepresented sex, as well as in others (a, b, c)
- iv) The College will develop partnerships with suitable organisations in order to support its efforts to recruit both men and women to posts traditionally predominantly filled by one sex. These will include employers, schools, Connexions, Sector Skills Councils and regional development agencies etc. (a, b, c)
- v) Where men or women are shown to be significantly under-represented in senior roles The College will take positive action to empower individuals to

compete effectively for such roles. This will include training and will wherever possible, be linked to similar activity aimed at other underrepresented groups (a, b, c)

- vi) The College will undertake an analysis of staff appraisal outcomes by gender. Suitable programmes will be put in place if this analysis reveals any significant patterns of gender inequality (a, b, c, f).
- vii) The College will give serious consideration to flexible working and job sharing in accordance with its policies. These entitlements will be set out in the staff handbook and highlighted at staff induction.(a, b, c)
- viii) The College will ensure that staff are aware of and take their full maternity and paternity leave entitlements. These entitlements will be set out in the staff handbook and highlighted at staff induction and at staff conferences. (a, b, c, f, g)
- ix) The College will ensure that it maximises the possibilities of staff home access to the College intranet and email systems and that staff have the necessary skills to make full use of this access.
- x) The College staff disciplinary code highlights harassment and bullying on gender and other grounds as serious professional misconduct if perpetrated by colleagues and if proven. This will be set out in the staff handbook and highlighted at staff induction (a, b, c,)
- xi) The College will provide suitable training for staff and managers to support the application of these rules (a, b, c)
- xii) The College complaints procedures relating to gender and other forms of harassment and bullying will be reviewed in consultation with staff and learners to ensure that they are easy to use and fully fit for purpose (a, b, c, f, g)

5. The College as a Provider of Learning

- i) The College learner disciplinary code highlights harassment and bullying on gender and other grounds as possible grounds for withdrawal of the learner, if proven. This will be set out in the Code of Conduct and Behaviour section of the Student Handbook and Course Handbooks and highlighted at learner induction and in tutorials. This applies to learner to learner harassment and to learner to staff harassment (a, b, c, f, g)
- ii) The College Harassment and Bullying Policy sets out the procedures to be followed in the event of a learner reporting and/or complaining of

harassment on Gender or other grounds. (a, b, c)

- iii) The College will undertake an analysis of its learners by gender and subject and level of study to establish any equalities gaps that may exist. On the basis of the outcome of this analysis it will put in place a programme of measures designed to address these gaps. (a, b, c, f, g)
- iv) The College recognises that established patterns of learner subject choice will take time to change, and are, in any case, a reflection of legitimate individual choices. However, we are committed to ensuring that all subject options and levels of study are genuinely open to all learners. Therefore we will:
 - Develop partnerships with schools, employers, Sector Skills Councils, Connexions and regional development agencies designed to maximise subject and employment choice to both sexes.
 - Ensure that where and how we advertise positively promotes maximum choice for both sexes
 - Develop dialogue with parents as and when appropriate to support maximum choice for both sexes.
 - Ensure that tutorial and learner enrichment programmes support maximum choice for both sexes
 - Encourage the employment of men and women teaching staff into subjects where traditionally one of the sexes has been predominant, to act as positive role models (a, b, c, f, g)

6. Promoting the College as a centre of gender equality excellence

- i) The College will publish on its website its annual report to Governors on the progress it has made in implementing all of its equality commitments, including those set out in this Scheme (a, b, c, h)
- ii) The College will seek local media coverage of its work to become a centre of equality excellence, including gender equality. (a, b, c)
- iii) All College publicity and public facing activity will, where appropriate, include prominent images of men and women active and successful in all parts of college life (a, b, c, h)

- iv) The College will seek to share its successes and learning about implementation of gender and other equality strands by seeking to contribute to appropriate local, regional and national forums (a, b, c, h)

7. Using data to drive quality improvement and equality objectives

All aspects of employment and learning will be monitored by gender and cross cut with other relevant equality strands. The Senior Management Team will receive an annual high level digest of trends emerging from this analysis and Directors will each receive annual reports addressing their areas of responsibility. The Senior Management Team will monitor trends and actions taken to improve standards (a, b, c, f, g)

This monitoring and analysis will inform the setting of college wide Equalities and Diversity Impact Measures including those addressing gender (a, b, c, f).

The results of this analysis and monitoring will be reported in an annual equality report to Governors. (a, b, c, h)

8. Impact Assessment

The College will roll out a gender impact assessment programme as part of its wider equality impact assessment programme. This will be informed by an initial screening process, and data analysis of all aspects of employment and learning. The results of impact assessment will be reported to Corporation in its annual equality report (a, b, c, f, g)

The College will act on the outcomes of impact assessment where this shows negative, disadvantageous impact on grounds of gender or on other grounds (a, b, c)

9. Procurement

The College will bring this Scheme and its other equality policies to the attention of those companies and agencies with which it contracts. It will expect such companies and agencies to demonstrate compliance with equality legislation.

10. Reviewing progress

The College will institute a full review of progress three years after the start of the implementation of this Scheme and produce an updated Scheme to cover the following 3 year period.

GENDER EQUALITY SCHEME

Action Plan

Action	Person responsible	Target Completion Date
Review Data and set EDIMs for participation and success for students and develop EDIMs for staff	VP Curriculum and Standards/Head of Quality/HR Director	Sept 2007
Review Pay and Reward in the College including implementation of Job Evaluation.	HR Director	June 2008
Complete gender profile of staff	HR Director & IS Manager	June 2007
Full range of partnerships/advertisement locations identified	HR Director	Sept 2007
Positive Action programmes agreed and operational	HR Director	Jan 2008
Gender analysis of staff appraisal complete	HR Director	Jan 2008
Staff and learner disciplinary codes updated	HR Director & Head of Guidance and Learner Support	Jan 2008
Consult with student/staff groups about the implementation of this policy	VP C&S/Head of Guidance and Learner Support/HR Director	Process begun by Sept 07
Complete equality and diversity profile of learners	Head of Quality/ IS Manager	June 2007
Jointly working with Partners in local education community, review practices for promoting gender equality in Careers Choices	Director of Marketing/ LSM 14-19 Skills Development / Guidance Coordinator	Ongoing from Sept 2007
Tutorial and enrichment programmes reviewed for gender bias	Head of Guidance & Learner Support/Campus Directors	Sept 2007
Media releases and stories to appear	Director Marketing	June 2007 onwards

Equality report to SMT/Governors made	HR Director/VP Curriculum & Standards	Oct 2007
Review of all publicity and outward facing material complete	Director Marketing	Sept 2007
College EDIMs set	IS Manager, Head of Quality HR Director, VP C&S	January 08
Begin impact assessment roll out	Impact Assessment Group	May 07
Review implementation of Scheme	Equalities and Diversity Strategy Group	May 2010

Policy Status	Final
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