

# **THE COLLEGE OF RICHARD COLLYER**



## **GENDER EQUALITY SCHEME**

**MARCH 2008**

## **Gender Scheme - Contents**

### **Introduction**

#### **1 Vision**

#### **2 Context/Equality Profile**

**A** The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Human Rights Act 1998, The Employment Equality (Sexual Orientation) Regulation 2003 and The Equality Act 2006 **B** Student Profile **C** Staff Profile

#### **3 Accountability: Leadership and Management**

#### **4 Gathering Information**

#### **5 Actively Engaging People**

#### **6 Equality Impact Assessments**

#### **7 Monitoring and Evaluation**

#### **8 Publishing, Maintaining and Reviewing the Gender Scheme**

#### **9 Key Legislation**

**A** The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Human Rights Act 1998, The Employment Equality (Sexual Orientation) Regulation 2003 and The Equality Act 2006

#### **10 Action Plan(s)**

#### **11 Definitions**

## **Introduction**

Collyer's enjoys a strong culture of inclusivity and works within The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Human Rights Act 1998 and The Employment Equality (Sexual Orientation) Regulation 2003 and The Equality Act 2006, to good effect. The College has undertaken programmes of staff development to create an ethos which is supportive and therefore difference is respected and diversity celebrated. This scheme will enable Collyer's to continue to respond to developments in equality and diversity legislation.

The Strategic Plan 2006-2009 underlines Strategic Aims with its statement of the first two values:

- a. Education as more than exam success and curriculum but as the whole experience of the student.
- b. Equality of opportunity for all students and staff, and consideration of their welfare and development.

We are firmly committed to proactively maintaining and promoting gender equality and creating an inclusive environment for all who learn and work in the College.

The College's ethos permeates the practice of the organisation and includes every member of Collyer's. The success of this philosophy is demonstrated by the achievements of the students, high levels of student and staff satisfaction and a very low staff turnover.

This philosophical approach to guidance has been developed to equip The College of Richard Collyer to respond to its Equality and Diversity Duty. The Equality and Diversity Duty sets out how the College will promote equal opportunities regardless of ethnicity, gender, disability, age, faith or sexual orientation in the recruitment and everyday experience of all its staff and students. The scheme shows our commitment to involving participants from all backgrounds in the creation of our processes and policies, and we have set out in this document a statement of the position we have reached and our action plans for moving forward.

## **1. Vision**

The College's core values and mission derive from the founder's will and are given prominence in the Statement of Policy which forms the opening paragraph of 'Supporting Learning at Collyer's':

When Richard Collyer made his will in 1532 and provided for a free school in Horsham he wanted "none to be refused likely to learn". The present College of Richard Collyer in Horsham operates a policy of equal opportunity and aims to provide for learners with learning difficulties and disabilities on the basis of individual needs, in compliance with current legislation.'

We will seek to ensure that we:

- Eliminate unlawful sex discrimination and harassment (on grounds of sex, gender re-assignment or sexual orientation)
- Promote equality of opportunity and positive attitudes between males and females

Collyer's celebrates and values the diversity brought to the community by the students and staff who come from different backgrounds and have had a range of experiences. The College will treat all with respect and dignity, and seek to provide a positive learning and working environment free from discrimination, harassment and victimisation.

Collyer's will work towards the elimination of discrimination against people in respect of gender, and will seek to ensure that individuals and communities have equal access to learning programmes and facilities.

The College understands and recognises that institutional sexism can exist, and that no organisation is necessarily immune to it. Collyer's will promote equality and ensure that the differing needs of males and females are taken into account and that educational methods encourage male and female academic achievement. Collyer's will continue to create an environment in which women are encouraged to apply for management positions. We will encourage a balance of gender wherever possible, in staff departments, classes and areas of responsibility such as the College Council, College Management Team and Governors. The College will continue to promote work/life balance and deal positively with pregnancy, parenthood and other family and caring commitments.

The College believes that people from all backgrounds (both learners and employees) should have full opportunities and choices to improve their educational and work life and be respected and included as equal members of society in general and in this College in particular.

The curriculum will seek to promote the learning of all students regardless of gender, so that they can fulfil their potential and be prepared for the opportunities of adult life. Teaching methods, where appropriate, will be adapted to support the learning of both males and females. Teaching materials will be adapted as far as possible, and where appropriate, to represent males and females. The achievement of males and females will be monitored and appropriate action will be taken if disparities arise.

Our intention is to comply as follows:

- To change the emphasis from responsive to proactive.
- To partly facilitate this 'culture shift' by replacing the Equal Opportunities Committee with the Equality and Diversity Committee.

By effectively meeting the general duty under the The Equality Act 2006, the College aims to continue to make a real, positive contribution to the lives of staff and students.

## **2. Context/Equality Profile**

A The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Human Rights Act 1998 and The Employment Equality (Sexual Orientation) Regulation 2003 and The Equality Act 2006

The Equality Act 2006 aims to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women (boys and girls).

The College recognises that all individuals are different and have different needs and is fully committed to Equal Opportunities for all staff and students regardless of gender.

Collyer's will use the Gender Equality Scheme as a method of enhancing the progress already made towards ensuring that the College remains both open and supportive to students and staff of all ethnic groups. The College is fully aware of the need to be proactive and to maintain an environment in which all students and staff can enjoy the benefits of study or working at Collyer's.

## B Student Profile

The College of Richard Collyer provides advanced level (AS/A2) and vocational opportunities at both levels 2 and 3 for approximately 1,465 full-time 16-19 year old students in 2007/08. The Adult Education provision caters for post-19 and non-vocational education and in 2007/08 has approximately 480 LSC funded part-time learners.

Collyer's encourages all students to disclose gender.

The individual tutor plays a significant role in supporting and managing the student experience. The Learning Support team and the tutor also monitor the effectiveness of the adjustments to teaching methods and the other support services put in place for a student to ensure that his/her needs are being met. They also keep in touch with parents so that there is a full and open exchange of views in relation to the progress that a student is making.

- Full-time Students

Of 1,465 16-19 year old full-time students for 07/08, 846 identify themselves as female and 619 identify themselves as male.

- Part-time Adult Education Students

Of the 480 students for 07/08, 342 identify themselves as female and 138 identify themselves as male.

## C Staff Profile

Of 243 staff, 156 identify themselves as female and 87 identify themselves as male. In respect of the teaching staff, 49 identify themselves as female and 38 identify themselves as male.

- Recruitment and Selection of Staff

All job advertisements are gender neutral unless there is a genuine occupation requirement and the job description will not contain discriminatory terms (direct or indirect). All advertising material will be regularly reviewed to ensure that it avoids stereotyped roles and all advertising will make clear that Collyer's is an Equal Opportunities employer. Where appropriate, flexible working patterns/job share will be negotiated and due consideration is given to candidates with different career paths resulting from gender differences (such as recent absence from workplace due to caring responsibilities).

## **3. Accountability: Leadership and Management**

### A The Governors

Governors, staff, learners and other stakeholders are aware of our Gender Equality Scheme and the value we place on equality of opportunity, and that action will be taken in the event of any breach of the Scheme.

In the first instance, the tutor will deal with any student acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Student Disciplinary Procedures (outlined in the Student Handbook).

The Principal, or Chairman of the Governing Body in the case of the Principal, will deal with any member of staff acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Staff Disciplinary Procedures.

Any breaches of Gender Equality legislation by Contractors and Service Providers may result in cancellation of the contract.

## B Senior Management Team

The College's Principal and Assistant Principals, who form the Senior Management Team (SMT), have a common purpose in promoting the College's beliefs and aims and receive the full backing of the governing body to develop policies and procedures which 'guard and maintain' the College ethos. The SMT and Governors recognise the importance of the College's underlying tenet in supporting the aims of the Gender Equality Scheme and will continue to promote it.

The SMT present an annual report to the College Governors which will contain a summary of the steps taken to fulfil the Colleges' Gender Equality Scheme (i.e. what the College has done over the past year to eliminate discrimination) and the impact it has made.

The Assistant Principal (Student Progress) will have overall responsibility for the Gender Equality Scheme relating to staff and students. Assistant principal (Quality) will have responsibility for measuring the impact of the Gender Equality Scheme (where appropriate) and the Assistant Principal (Curriculum) will have responsibility for building gender equality (where appropriate) into lesson observation, course reviews, self assessment and quality improvement processes, aided by the Assistant Principal (Student Progress). They will also be responsible for taking the leading role on actively promoting gender equality within the Houses and Faculties at Collyer's. In the area of Adult Education, the Assistant Principal (Student Progress) will have overall responsibility for the Gender Equality Scheme.

The Gender Equality Scheme will be reviewed every 3 years. The Action Plan, taking into account the information gathered, and what that information indicates, as well as what areas need to be focused on in the following year, will be reviewed annually. The Scheme will be published and made accessible to the whole community.

## C Study Support Managers

The College has a Head of Study Support who co-ordinates support for all students, regardless of gender. All staff have been given training internally and by external experts on the statutory duties and are expected to take responsibility for acting in accordance with both the spirit and the letter of the statutory duties in relation to learners from all backgrounds.

The College monitors and reviews the impact of its Gender Equality Scheme within the Equality and Diversity Duty at all stages of a students' learning journey at Collyer's (on admission, through a students progress on course and their progression into HE/FE or employment/training). The data is published and analysed annually and reasonable remedial action taken.

#### D Equality and Diversity Committee

Chaired by the Assistant Principal (Student Progress), the Equality and Diversity Committee acknowledges its important role in promoting and implementing the Gender Equality Scheme. It will continue to take the lead in raising awareness of Gender legislation and to monitor the impact of the College's policies and procedures on members and users of the College from all backgrounds. The Committee will also oversee and work with members of the College on implementing any necessary changes in policy and practice.

The Equality and Diversity Committee shall consist of:

- The Assistant Principal (Student Progress)
- The Assistant Principal (Support)
- The Head of Study Support
- Adult Education Programme Manager
- Learning Resource Centre Manager
- The Personnel Officer
- Staff representatives
- Student representatives
- The Premises Manager
- Registrar
- Admissions Manager

#### E All Staff

All staff members have a responsibility to promote and maintain gender equality. Staff have been involved in the development of the Gender Equality Scheme through focus group, training and development and the Joint Staff Governors' Consultative Group.

The Assistant Principal (Support) will liaise with the Personnel Manager and the Staff Development Co-ordinator to organise appropriate training for all staff on the Gender Equality Scheme. Issues relating to gender will be included in new staff induction, led by the Assistant Principal (Support).

#### F All Students

All students have a responsibility to eliminate discrimination, to maintain gender equality and are involved in the development and future evaluation and improvement of the Gender Equality Scheme. This is conducted by taking part in planning focus groups and the College Council. In the spirit encouraged within the Every Child Matters agenda, the learner is encouraged to become involved and proactive in all areas of their educational journey, including gender equality.

### **4. Gathering Information**

The two main areas for information collection are:

- the recruitment, development and retention of employees in respect of gender
- the educational opportunities available to and achievements of students in respect of gender

Data is already collected and analysed as part of the Equality and Diversity Duty of the College. As part of the Gender Equality Scheme there will be an equality and diversity analysis, making the most of the information that is on the MIS system in relation to retention and achievement for students and recruitment, development and retention of staff.

The Study Support team (who deal individually with students from all backgrounds) will also monitor their progress and gather information on outcomes as part of their assessment of the effectiveness of study support and on the experience of students in respect of gender while at Collyer's. This information will be fed into the annual report so that progress can be monitored and results analysed comparing one year with previous data.

Data for 07/08 is collected on the achievement, retention and progression of students in respect of gender and is used to inform quality assurance and updated in the annual review cycle for future planning.

The College will endeavour to ensure a balanced representation of people in respect of gender on the Equality and Diversity Committee and the College Council. Information gathered in this way will be used to monitor the effectiveness of race equality schemes and feed into the development of future schemes. It will also form an integral element of gender impact assessments. Information gathered is also used to inform the College Strategic Plan.

The evidence will enable Collyer's to examine the experiences and satisfaction levels of all students and staff and perceptions of the sort of barriers students and staff may potentially face due to their gender. It will allow the College to embrace the following principles:

- Voluntary participation
- Confidentiality
- Transparency
- Accessibility
- Positive purpose

Careful data analysis of the provision will help to identify appropriate actions to maintain the level of equality within Collyer's and help to produce improved outcomes for all students and staff.

## **5. Actively Engaging People**

Staff and students currently have a wide range of opportunities to feedback their views on the College and the way that it works. While this includes all students and staff, this is an area which needs further enhancement to ensure that clear feedback is received about all aspects of College life in relation to the quality of work done and how inclusive it is.

In putting together the scheme, we encouraged existing students from the College Council (a group of mixed gender) to discuss their experience of Collyer's, from their initial thoughts about coming to Collyer's, through to their experiences in day to day study. In addition, staff contributed to the development of the scheme and the action plan by way of a focus group (again of mixed gender).

The College aims to promote a safe and secure environment where student participation is respected as a valuable positive experience.

The student focus groups included collaboration with the College Council and the Every Child Matters Group. There is a commitment to “Making a Positive Contribution” as detailed within the Every Child Matters agenda. Representatives from this group attend the College Equality and Diversity Committee. The student focus groups included the Assistant Principal (Student Progress) and were directly involved in creating the Gender Equality Scheme and Action Plan.

We recognise that students are relatively easy to access as they communicate frequently with tutors and learning support staff. Involvement enables students to understand some of the management and administrative processes that go on around them. In encouraging students to assist with this review and the audit of processes, we can learn much about our assumptions regarding current provision.

## **6. Equality Impact Assessments**

All College policies, plans, procedures and practices will be reviewed to assess:

- Any adverse impact of the policy, plan, practice or procedure
- Any opportunities offered to meet the gender scheme

It is an important aim of Collyer’s Gender Equality Scheme that all managers play their part in the implementation and monitoring of the scheme, it is not intended to be a Senior Management activity, but rather a whole College approach to ongoing improvements in relation to the equality and diversity agenda.

The SAR and QIP process as well as the normal meeting schedule will provide the opportunity for the full range of staff to participate, not only to raise awareness and ‘good practice’ but also to ensure the impact of the scheme across all College activities and at all levels of work within Collyer’s.

Part of the annual review of the Gender Equality Scheme will be updating on policy, practice and procedure changes. As new policies are implemented, staff will be aware of the requirements and able to take the opportunity to embed equality and diversity duties.

## **7. Monitoring and Evaluation**

The “Action Plan” will be reviewed at least annually. The actions and targets will form a key focus for the work of the Equality and Diversity Committee, but if the scheme is to be effective the full range of College provision will have actions and targets within their own planning and quality review procedures, where appropriate. The self assessment cycle will provide a relevant annual evaluation for the ‘whole College’ approach.

Key Monitoring Points:

- Equality and Diversity reporting is a standing item on the agendas of the Quality & Standards Committee and the JSGCG.
- The SMT will ensure that staff applications, interviews and promotions continue to be fair for all and comply with the Gender Equality requirements. Guidance from the Equality and Human Rights

Commission should provide the framework for dealing with staff recruitment and internal promotions.

- The appropriate line manager and the Curriculum and Tutorial Committees will monitor implementation across the College.
- Equality and Diversity and Gender Equality will be promoted in the prospectus and the student diary, with copies of the policies being made available from the student enquiry desk.

All staff will be made aware of the Equality and Diversity and Gender Equality Schemes and developing issues through induction and staff development programmes.

Data Monitoring:

- Students: Data to monitor the admission and progress of students will be collected by means of the Learning Agreement, retention and achievement. Analysis will be by gender.
- Staff: Data to monitor the recruitment and development of staff will be collected by means of the application form, retention, grading structure and staff development documentation. Analysis will be by gender.

## **8. Publishing, Maintaining and Reviewing the Gender Scheme**

Publicity will not stereotype genders. Careers and subject advice at Open Evenings will not be influenced by gender and potential students will not be steered to certain subjects/career pathways based on gender expectations.

The Equality and Diversity Duty and Gender Equality Scheme will be published on the College web-site and featured in Parents Open Evening events.

The published scheme will be a key component of the equality and diversity policies and procedures for the College. The Gender Equality Scheme will be made available via the website and a paper version.

The annual review of Equality and Diversity Scheme Action Plan will judge the effectiveness of the Gender Equality Scheme.

## **9. Legislation**

A The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Human Rights Act 1998, The Employment Equality (Sexual Orientation) Regulation 2003 and The Equality Act 2006

Requires employers to positively promote equality and diversity regardless of gender. The Equality Act 2006 aims to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women.

If legislation changes throughout the year, Collyer's will update staff handbooks and training materials so that employees are aware of the seriousness of such behaviour (see Action Plan).

In respect of staff the following acts/reports need to be referred to, where applicable:

- The Equal Pay Act 1970 (and 1986)
- The Rehabilitation of Offenders Act 1974
- The Sex Discrimination Act 1975
- The Sex Discrimination (Gender Re-assignment) Regulations 1999
- The Gender Recognition Act 2004
- The Race Relations Act 1976
- The Disabled Persons (Employment) Acts 1944 & 1958
- The Disability Discrimination Act 1995
- The Disability Rights Commission Act 1999
- The Employment Act 1989/1996
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulation 2003
- The Employment Equality (Sexual Orientation) Regulation 2003
- Employment Protection Act 1975
- Employment Rights Act 1996
- Equal Treatment Directive 1976
- Protection from Harassment Act 1997
- The Public Order Act 1986
- The Human Rights Act 1998
- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001
- The Kennedy, Tomlinson and Moser Reports
- The MacPherson Report
- The Racial and Religious Hatred Act 2006

Collyer's will ensure that all staff receive appropriate training on their rights and responsibilities in relation to relevant Equality and Diversity legislation highlighted above within the framework of the College's Equality and Diversity Duty and Gender Equality Scheme.

## **10. Action Plan(s)**

### Narrative

Our Action Plan(s) will reflect our present perception, contained and monitored in a variety of College review systems and documents and the additional input of the new working party.

Some of the mechanisms necessary, notably self-assessment reports (SARs), quality improvement and development plans (QIPs) and policies designed to address stress, harassment, discrimination and inclusivity are already in place and subject to regular monitoring.

The quality and improvement cycle the College already has provides an opportunity to focus on gender issues. The sharing of good practice and an ongoing staff development programme will also enable the continuous improvement programme to have equality and diversity as one of its key elements.

- Action Plans

<b>1. Vision</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Update Collyer’s Gender Equality Scheme in line with College’s Equality and Diversity Duty</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• The Principal, Governing Body, Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Re-write policy into an Equality and Diversity Duty (note: therefore, “Equal Opportunities Committee” changed to “Equality and Diversity Committee”)	<p>Assess Collyer’s material and research other college’s schemes and duties</p> <p>Liaise with key groups to fully represent broad ideas/thinking</p>	September 2007 to January 2008	Publish Equality and Diversity Duty
Write Gender Equality Scheme in line with Equality and Diversity Duty	<p>Assess Collyer’s material and research other college’s schemes and duties</p> <p>Liaise with key stakeholder groups to fully represent broad ideas/thinking</p>	September 2007 to January 2008	Publish Gender Equality Scheme

2. Context/Equality Profile			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Use the Gender Equality Scheme as a method of enhancing the progress already made</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Support), Assistant Principal (Student Progress) and Admissions Manager</li> </ul>			
Action	How	Timescale	Outcomes and Output
Help develop continual practical use and understanding of Gender Equality Duty	Use key elements to set improvements/ targets with SAR and QIP cycle	Continuing cyclical process	Staff and students refer to and use the scheme to identify and improve gender equality
Maintain flow of students and staff from different gender groups	<p>Maintain good links with our partner schools and external organisations (such as Connexions) to make sure that information relating to gender is made available during the enrolment process</p> <p>Personnel Department continues to develop a recruitment process which encourages applicants from the full range of the population</p>	Continuing cyclical process	Accurate contextual gender information relating to students and staff

<b>3. Accountability</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Governors, staff and students are informed of the new Equality and Diversity Duty and the Gender Equality Scheme and their accountability within these policies</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress) and Assistant Principal (Support)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Develop support and training provided to build on Collyer's capacity for further equality and diversity activity	Training conducted by SMT	November 2007 to April 2008	Staff and students engaged in Equality and Diversity Duty and Schemes

<b>4. Gathering Information</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Continue to successfully gather information on the recruitment, development and retention of Collyer's students in respect of gender</li> <li>• Continue to successfully gather information on the recruitment, development and retention of Collyer's staff from different genders</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• MIS/Registry/Study Support Team/Tutors</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Encourage and facilitate accurate gender disclosure	Amend Individual Learning Agreement so that it falls into the element discussed with admissions tutor	April 2008	Full gender diversity of students reflected in College reports

<b>5. Actively Engaging People From All Backgrounds</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Schemes of work will continue to reflect Gender Equality Issues (where appropriate)</li> <li>• Staff and Students will make direct, formal contributions to the Gender Equality Duty</li> <li>• Staff and Students given the opportunity to make direct contributions to training issues as they see them at College</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Support), Assistant Principal (Curriculum), Assistant Principal (Quality)</li> </ul>			

Action	How	Timescale	Outcomes and Output
Review academic schemes of work (where appropriate) in light of gender equality issues	Include gender equality issues (where appropriate) within academic schemes of work	November 2007 to July 2008	Gender equality issues part of both academic and pastoral staff/student life
Establish people from different genders as central to the construction of College equality and diversity schemes and duties	Maintain Student Focus Group, Staff Focus Group, Adult Education Focus Group  Staff and student representatives are invited to attend the Equality and Diversity Committee	Continuous	Student and Staff proactive in producing an environment conducive to their learning/training needs

6. Equality Impact Assessments			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Closer links and cross referencing with the targets set within existing College SAR and QIP cycle</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Heads of Faculty</li> <li>• Subject Leaders</li> <li>• Assistant Principal (Student Progress) and Assistant Principal (Quality)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Build linkage between Equality and Diversity Duty and related schemes to the SAR and QIP cycle	Annual Quality Cycle and planning processes (SAR & QIP) tied in with the cycle of annual review for Action Planning for the Equality Schemes	Continuous	Accurate cross referencing between College “Quality” and “Gender Equality” planning and review

7. Monitoring and Evaluation			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Regular review of Gender Equality Scheme</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Make necessary amendments in light of internal or external change/legislation	Annual review of Gender Equality Scheme and associated schemes	Annual	Equality and Diversity Duty and Schemes are up to date

8. Publishing, Maintaining and Reviewing the Disability Scheme			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>Gender Equality Scheme will be broadly and effectively communicated to the College's publics</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal (Student Progress); IT Manager</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Communicate the Gender Equality Scheme to the College's publics	Ensure material is published on the College web-site	Annual	The Gender Equality Scheme is transparent and readily available to the community
Gender Equality Scheme made available to students and staff applying to join the College	Admissions and Personnel material refers to and reflects the College Gender Equality Scheme	Continuous	The Gender Equality Scheme is transparent to disabled people thinking of joining the College

9. Key Legislation			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>Collyer's staff aware of the implications of recent legislation</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>The Governing Body</li> <li>Assistant Principal (Student Progress)</li> <li>Teachers</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Implications of Equality Act 2006 communicated to all staff	Staff training in respect of Equality Act 2006	April to July 2008	Improved understanding of recent legislation

## **11. Definitions**

- Sexism – All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.
- Prejudice – An opinion or feeling about people of a different group, which is, formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.
- Discrimination – Less favourable treatment of an individual or group, which is not based on their work performance or conduct as a member of staff or student.
- Sexual Discrimination – Less favourable treatment of an individual or group on account of their gender or marital status.
- Harassment – Can be directed at any group or individual, and can include unnecessary touching, unwanted physical contact, leering, personal remarks, verbal or written abuse, visual displays, coercion, isolation or non cooperation.
- Sexual Harassment – Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of men and women at work (*European Community Code of Practice*). Repeated and/or unwanted verbal or sexual advances, sexually explicit or derogatory statements or sexually discriminatory remarks (*TUC*).

A Gender Equality Scheme must include:

- a) A statement of how people of different genders have been involved in developing the Scheme
- b) Arrangements for gathering information on:
  - the recruitment, development and retention of employees
  - the educational opportunities available to and achievements of students
- c) Details of how information gathered will be used, in particular to review the effectiveness of Action Plans and prepare subsequent Schemes
- d) A method/methods for assessing the impact of policies and practices on gender equality and where improvements can be made
- e) An Action Plan detailing the steps that are going to be taken to meet the general duty