

Gender Duty Year 2 Progress report from June 2008 to May 2009

Education and Children's Services

| Gender Duty Year 2 Progress report | Service Level Actions taken during Year 2 of the Gender Scheme | Intended Outcomes of Actions | Progress made to May 2009 |
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| Promoting equality between men and women | Through analysis of workforce data, the Service has been monitoring workforce trends. | To identify the gender impact on relevant existing workforce practices. | <p>The intention is to analyse statistics across the academic year 2008/09 as this coincides with the introduction of the new recruitment portal and HR management information system.</p> <p>The result of this analysis will be used to establish baseline figures and proposal for action during the following year.</p> |
| | This monitoring seeks to ensure there is no inequality in employment posts. | To attract more male applicants into female dominated professions | As above |
| | Analysis of attainment results in relation to gender in raw data at Service Manager/ Head of Service Level this is still | To narrow the gap between the % of male and female students achieving 5+ at level 5 | Two secondary schools have begun a programme of assertive mentoring for boys using SMT members as mentors. The mentors have been trained in areas such as setting goals and raising ambition. The mentors meet weekly with pupils, make extensive use of tracking data and also work with parents and carers. Initial reports show |

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| | | | <p>a positive impact on pupil motivation and behaviour.</p> <p>Letham Primary school targeted Primary 4 boys through games based learning, with support from The Consolarium, Dundee. Working with 30 Nintendo Games they have motivated and engaged the boys in developing logical and problem thinking skills.</p> |
| | Developing the policy framework for equality and fairness for use in schools and services has this been done? | To promote equality between men and women | |
| | Carry out Gender impact assessment on any new policy/strategy and in committee reports | To enable the Council to promote gender equality and prevent unlawful discrimination. | <p>All new policies/ strategies and committee papers are now impact assessed</p> <p>Training has been held for Extended Senior Management Team and further workshops are planned</p> |

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| Promoting equality between men and women | Developing gender specific youth provision e.g. girls groups in selected areas. | Give young people a supportive environment to discuss issues. | Youth Services undertook a wide consultation with young people from September 08 to February 09. This information will assist in the development of the next youth strategy. |
| | Encouraging activities which support gender difference e.g. dance for young women, girls' football | To keep young people active during teenage years. | All schools in Highland Perthshire have had taster coaching sessions from Perthshire Highland Sports Trust Club coach and there are now three after-school girls' football clubs presently running in the area. |
| | Service has encouraged staff to take flexible work patterns , particularly for those parents with young children | Work life balance | The workforce plan is progressing |

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| | Encouraging equal opportunities within the childcare sector | To attract more male applicants into female dominated professions | |
| | Developing the policy framework for equality and fairness by implementing a parenting strategy to support all parents, particularly lone parents. | <p>To promote equality between men and women</p> <p>To ensure parents are supported and included</p> | The council launched it's Parenting Strategy in November 2008 |

| Gender Duty Year 2 Progress report | Service Level Actions taken during Year 1 of the Gender Scheme | Intended Outcomes of Actions | Progress made to May 2009 |
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| Eliminating unlawful discrimination | Training on gender issues undertaken through staff development at school and service level. | Make staff aware of specific duties within school provision for equalities and generally | Staff have been given time to undertake the online courses on equality and diversity. |
| | New members of staff undertake gender training as part of induction, promoting the learning module | Ensure staff are aware of the consequences of discrimination and promote better understanding of equality issues. | As above |
| | All line managers are aware of legislation. Legislation training? | Eliminating discrimination and ensuring a supportive workplace Tackling indirect discrimination within the curriculum. | As above |
| Eliminating harassment | Training, discussion and staff development on equalities is embedded into induction training and into staff development at school or individual service level. | Increased staff awareness of gender equality issues and legislation. | As above. |
| | Training on specific gender issues e.g. LGBT training. | Increased ability of staff to support customers with gender issues. | Youth Services Staff have received training from LGBT Scotland on how best to engage with young people who identify with issues relating to LGBT. In conjunction with LGBT Scotland and the Council a new LGBT Youth Issues Forum |

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| | | | <p>has been created for organisations who support and provide a service to young people.</p> <p>This will benefit LGBT young people as there will be greater awareness of the issues they face across a wide range of organisations</p> <p>The service has also worked with the NHS Young people's health Team to promote health issues relative to the LGBT community.</p> |
| | Incident forms monitored in relation to equalities.. | Ensure all incidents are dealt with timeously and sensitively | All incidents continue to be monitored. |