

Ruskin Mill Educational Trust (the 'Trust')

Gender Equality Action Plan 2007-10

The aim of this document is to set relevant targets that contribute to the ongoing implementation of the Trust's Gender Equality Policy. This action plan outlines the areas that require action and progress achieved.






This action plan will be overseen, reviewed and updated on an annual basis through the Trust Equality and Diversity Working Forum and College Equality and Diversity Working Groups.




Symbols have been added to show completed items in **Green**, alert items in **Amber** and not completed/no action taken in **Red**.



Shading has been added for items which are completed and closed off




Key


SLT	= Senior Leadership Team
HR	= Human Resources
TEDWF	= Trust Equality and Diversity Working Forum
CEDWG	= College Equality and Diversity Working Group




Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
1. Staff recruitment and selection	Produce half yearly reports for the SLT which records: <ul style="list-style-type: none"> Number of male/ female applicants; Conversion rates by gender from application stage to appointment stage; Job roles gender breakdown.	March 2010 March 2010		 	HR / SLT	Data now recorded in HR database (HR.net). Data reports to be designed to ensure retrieval of the information in a user friendly format.
2. Selection training	Train all staff involved in selection and recruitment on the importance of conducting gender neutral interviews.	June 2008	May 2008		HR	All staff are trained to ask gender neutral questions and wherever possible an interview panel will contain a gender mix.
3. Gender audit	Audit and record: <ul style="list-style-type: none"> Number of male :female staff; Number of part-time male : female staff; Job roles gender breakdown.	March 2009 March 2010	December 2008	 	HR	Data now recorded in HR database (HR.net).Data produced from E and D questionnaire which shows the gender mix. HR Net to be further updated with gender data.

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4. Set recruitment targets	Benchmark current staffing against national FE statistics and set targets for organisation to achieve within three years.	June 2008	Dec 2008		HR	Current staffing levels show the gender mix to be better than that in FE as a whole and the target is to maintain such a good mix rather than try and change it.
5. Employee pay/ benefits and conditions	Monitor the introduction of the new pay awards system including benefits pensions and other conditions and investigate whether there are any which may cause a gender imbalance.	March 2009 - August 2010			HR	New pay and grading structure now in place (backdated to Sept 2008). Gender review to take place and assessed for impact over 2009-2010
6. Pay differentials	Carry out annual pay audit and produce a report showing differential earnings between males and females. Consider whether this is in line with national benchmarks and take action if there is a clear variation.	March 2009 - Dec 2009			HR / SLT	Organisational review process currently underway which will be followed by a job evaluation process.




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7. Access to training and development	Monitor access to training and take up of training in relation to gender and investigate whether effects on gender are neutral.	August 2010			HR / Hiram Academy	Appointment of Director of Training and Development and Hiram Academy Coordinators HR database to be adapted to ensure accurate recording of all trainings. Equality Impact Assessment completed and a commitment to monitoring data made.
8. Staff grievances and disciplinary actions	Monitor staff grievances and disciplinary actions in order to record the number raised by males/ females. If grievances and/or disciplinary actions relate to gender issues/ harassment, explore preventative measures which may lessen incidences.	April 2008			HR	Reported to trustees on a quarterly basis.



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9. Training	Train all staff on Dignity at Work Policy and explain implications of disciplinary process if this is transgressed in order to encourage and promote a culture of respect for gender difference.	March 2010			HR / Hiram Academy	Appointment of Director of Training and Development (September 2007). Training on challenging attitudes has been given to all CEDWG members and is one of the training packages which the Hiram Academy offer.
10. Promotions	Report on impact of staff promotions against gender mix. Address imbalance if identified through introducing a range of measures such as coaching/ mentoring for staff enabling staff to consider taking on additional responsibilities.	April 2009 - April 2010			HR	New pay and grading structures in place, promotions taken place in September 2009, to be reviewed over the next academic year. Information is recorded on HR_net and a specific report will be designed to produce this.
11. Appraisals	Report on impact of staff appraisal system and investigate if there is any evidence of gender bias either negative or positive.	September 2010			HR / SLT	New appraisal scheme to be created and implemented for March 2010. Review to take place in September 2010

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12. Time off for pregnancy	Train all managers on the rights of women who are pregnant to time off for ante natal care and ensure risk assessments are carried out to ensure a safe working environment.	Commence March 2008 and then as needed continuous	Jan /Feb 2008		HR / SLT	Training sessions have been conducted for managers at all colleges Jan/Feb 2008.

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13. Caring responsibilities	Conduct an equal opportunities monitoring survey annually and give staff the opportunity to indicate their caring responsibilities.	September 2008	October 2008		Human Resources/ SLT	Flexible working policy was updated last in March 2007 to take into account new legislation and legal definition of relative, and issued to all employees. Consultation has taken place on the equal opportunities monitoring form and it has been agreed with the CEDWGs to include a caring responsibilities question. New HR database has been designed to record, monitor and report on employee equality and diversity data. HR system implemented December 2007. The Equality and Diversity Questionnaire was released in October 2008 and caring responsibilities are recorded on HR -NET, Due to the flexible working patterns offered by the Trust i.e. term time contracts and different patterns of attendance formal requests for flexible working have been low.
	Provide staff with a clear policy stating how the organisation can help in such things as adopting flexible working practices.	July 2007	29 March 2007			
	Monitor the policy for impact.	July 2008				

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14. Environmental/ Accommodation issues	Carry out an environmental/ accommodation audit to ensure that staff are treated equally in relation to: <ul style="list-style-type: none"> ❖ Access to car parking facilities(which are adequately lit) ❖ Accommodation and resource issues such as allocation of lap tops /office space. ❖ Design and implement a lone working policy. 	April 2009 - March 2010		●	Principal at each College	Lighting to car parking has been improved at Glasshouse College to ensure the safety of staff. Lone working policies have been developed in 2008 and are currently under review.
15. Admissions	Produce an Annual Report for Senior Leadership Team which records: <ul style="list-style-type: none"> ❖ Number of male/ female applicants; ❖ Conversion rates by gender from application stage to admission. 	June 2009 - March 2010		●	Head of Admissions	All three colleges have differing ratios depending on balance of day and residential students. Findings have shown that more girls than boys are residential rather than day students. Consultation within the working groups suggested the girls felt safer not having to travel to the colleges. There is no significant difference in conversion rates

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16 Publicity materials to include both genders	Publicity materials to use a variety of ways to attract potential students and devise ways to increase female applicants where the imbalance is greater than the target agreed.	December 2007	October 2007		Head of Admissions and Head of Marketing and Communications	1000 CDs have been produced to use for students/potential students / Connexions and parents of potential students. 40plus slides each showing a range of curriculum activities and male and female students demonstrating RMET's commitment to gender equality. Girls shown doing "male" activities and vice versa
Web -site and prospectus includes both genders	Include imagery of both genders on new web site and in prospectus	December 2009			Head of Admissions and Head of Marketing and Communications	A Gender balance features prominently in re-designed website and college prospectuses from September 2009.
17. Student survey	Collect qualitative information on issues which may affect gender and which may need addressing.	March 2010			Executive Principal and designated member of the College Management Team at each College	The student surveys will be analysed to identify gender issues.

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18. Curriculum content	Regular reviews of the curriculum will be undertaken to ensure that gender equality and a vision of a fair society is actively promoted and positive gender role models are emphasized with students and that any identified barriers are overcome.	Review December 2009			Executive Principal and Head of Education and Therapy in each College	Staff will be able to access training on this as so much of the curriculum is practical rather than written. Training to be arranged from January 2010
19. Extra curricular activities	Extra curricular activities taking place within residential setting will be reviewed to ensure all Learners have equal access to leisure time activities and their gender identity does not adversely affect their experiences during their leisure time.	Review in December 2009 and create report for February 2010			Head of Residential and Nutrition at each College	Residential Managers and Houseparents offer a wide variety of leisure time activities and the review process will begin to appraise these in a way which considers the impact of gender