

TITLE: **GENDER EQUALITY POLICY**Authorised by:  
**Russell Prince**  
Chief ExecutiveEffective Date: 30/11/09  
Supersedes:

## 1. Introduction

The aim of this policy is to promote equality of opportunity for all men, women and trans-gendered people and to eliminate sex discrimination and harassment for all learners, staff and visitors to SETA.

To this end our objectives will be that we will:-

- seek not only to eliminate sex discrimination, but also to create a working and learning environment based on good relations between women and men;
- promote awareness of gender equality throughout SETA and the community in which we operate
- remove perceived gender barriers of access to all curriculum areas
- create a culture that is supportive of gender reassignment and seek to eliminate harassment and promote equality of opportunity for staff and learners who intend to undergo, are undergoing or have undergone gender reassignment;
- continue to address significant gender imbalances in staff recruitment

SETA is committed to providing an inclusive, welcoming and positive environment for all, which strives to eliminate discrimination whether witting or unwitting.

A Race Equality Policy has been approved in accordance with the Race Relations (Amendment) Act and a Disability Equality Scheme has been published in accordance with the Disability Discrimination Act. SETA will give due regard in time to the potential benefits of devising an integrated single equality scheme.

The equalities policies identify the means of redress for anyone who believes that SETA, either collectively or through individual action, has not adhered to any aspect of the Policy.

## 2. Gender equality vision, values and principals

SETA's mission statement is '**we aim to ensure equality of opportunity of everyone involved at SETA**'. The statement is underpinned by SETA's the following objectives which specifically apply to the vision for gender equality are:

2.1 To provide a safe, supportive and stimulating environment for all learners

- Provide high quality personalised support for the learner's journey from entry to exit
- Create a learning environment that is sensitive to the needs of all learners

2.2 To strengthen the voice of learners to make their experience rewarding and successful

2.3 To develop and sustain a highly qualified, motivated and professional workforce to meet the needs of the individual and SETA.

2.4 Develop the organisational structure, culture and resources to meet the needs of the learners and external stakeholders

2.5 To develop and maintain effective external partnerships for economic prosperity

### **3. Legislation**

#### **The Gender Equality Duty (GED)**

The Equality Act 2006 places an important statutory duty – the “Gender Equality Duty” on all employers in Great Britain. In summary, the duty requires all employers to pay “due regard” in all their functions to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex and
- promote equality of opportunity between women and men
- “Due regard” comprises two linked elements: proportionality and relevance.

The weight which employers give to gender equality should therefore be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater the regard which should be paid to it.

The Gender Equality Duty aims to make gender equality central to the way that employers work, in order to create:

- better-informed decision-making and policy development
- a clearer understanding of the needs of service users
- better quality services which meet varied needs
- more effective targeting of policy and resources
- better results and greater confidence in public services
- a more effective use of talent in the workforce

The development and implementation of gender equality objectives is at the heart of the Gender Equality Duty.

The Gender Equality Duty embodies previous sex discrimination legislation such as the:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Employment Equality (Sexual Orientation) Regulation 2003
- Gender Reassignment Act 2003
- Gender Recognition Act 2004

## 4. Monitoring Data and Procedures

SETA is currently able to monitor a number of key processes and milestones by gender however we are only able to monitor the recruitment of transgendered staff. It is recognised that the organisation will need to consider whether further monitoring of transgendered staff can be introduced in the future.

What we currently monitor:

### For Learners

- Enrolment
- Retention rates
- Achievement Rates
- Success Rates
- Gender of those accessing support, advice and guidance
- Satisfaction surveys

### For Staff

- Job application rates
- Selection success rates
- Staffing profile
- Staff development
- Disciplinary, Grievance and Capability proceedings and outcomes
- Staff retention
- Exit interviews

SETA's Senior Management Team is responsible for monitoring the progress of any action plans concerning Gender Equality.

The Senior Management Team is chaired by the Chief Executive and also comprises representatives from Human Resources and Training Advisors and Instructors.

Equality and diversity targets are input into SETA's Quality Improvement Plan.

The Senior Management Team produces an annual report for the Board of Directors which outlines the achievement of objectives in the action plan.

## 5. Location and Access to the Document

This document will be held on the SETA's intranet and on the SETA's website. The document will be main available on request to external parties as required and may be converted to other formats if appropriate (Braille, Large Print, Other Languages etc)