

Woodthorpe J.I. School

Gender Policy

At Woodthorpe J.I. School we have an Equality Scheme and Inclusion Policy within which there is a commitment to ensuring equality of education and opportunity for staff, pupils, parents/carers, governors and all those receiving services from the school, irrespective of gender. The achievement, attendance, exclusions and participation of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards for all pupils and inform our teaching practice.

We will aim to provide all our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes and will take positive action to support particular groups where necessary. We will also seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation and taking positive action to address any gender differences. At Woodthorpe J.I. School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people of different genders are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities and particularly schools can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority including schools in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between all genders when carrying out their functions and activities

The Specific Duties

In addition, public bodies including schools are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Responsibility

1. The Governing Body has the primary responsibility to ensure the General and Specific duties are carried out.
2. The Head Teacher and Deputy Head Teacher must ensure that all members of the school community comply with the philosophy of the policy.
3. All teachers should confirm that their planning and practice meet the individual needs of each child and that the children and other adults in the classroom understand the message of the policy and work towards an appreciation of their respective genders.
4. It is the responsibility of all other adults in the school to acquaint themselves with the policy and to ensure that their practice meets the statement.

As a school we will:

1. Ensure that all ancillary staff, particularly the lunchtime supervisors who have specific responsibility for children without the presence of teaching staff, are acquainted with the terms of the policy and are working in conjunction with other staff to support the school ethos.
2. Recruitment procedures take cognisance of minority groups in order that positive role models are available to both genders.
3. Disseminate information and good practice.
4. Ensure that assemblies are of equal interest to girls and boys.
5. Ensure that visitors include women and men in non-stereotypical occupations.

6. Periodically monitor use of school spaces, e.g. ICT suite, library, playgrounds, corridors, to see if any area is dominated by one gender.
7. Periodically check that our school policy of rewards and sanctions is followed for both genders.
8. Ensure that learning opportunities and their contexts are carefully chosen to encourage a balanced range of skills and competences.
9. Use the same method of address for all genders.

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against any gender or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. The Governing Body, via the Curriculum and Policies Committee will:

- Identify the Aims of the policy or practice
- Collect evidence on the impact of policies on all genders.
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination.
- Resource those changes appropriately.

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the GED, it is essential that aspects of school life are monitored to identify where there is adverse impact on children. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction by gender
- Distribution of staff pay scales

Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Woodthorpe J.I. School will consult with pupils/ staff/ parents to determine their priorities for the school with regards to gender equality over the next three years via:

- Questionnaires
- Feedback slips

Sample questions:

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for parents and carers of all genders to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, in school life in general?

Equality Action Plan

Our Equality Action Plan includes the action we plan to take to meet the Gender Equality Duty.

Monitoring and Reporting

The actions outlined in the action plan will be monitored in accordance with specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

The Equality Scheme and Action Plan is maintained annually by the Governing Body.

Signed:

Dated: 25 September 2014

Review: September 2017

APPENDIX A

Check list for school staff and governors

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Are pupil achievement, attendance, exclusions and participation monitored by gender? Are there trends or patterns in the data that may require additional action?
- Are pupils of all genders encouraged to participate in all aspects of school life including extra-curricular activities? How is this shown through representation in school events such as class assemblies, school council, gifted and talented?
- Are pupils of all genders given the same opportunities to participate in physical activity, both in and outside school hours and in extra curricular activities e.g. school trips?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender and sexist language actively challenged in both the class-room environment and in the playground?
- Are pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?
- Is the school environment as accessible and welcoming as possible to visitors of all genders e.g. accessible to pushchairs? Are open events and other events which parents or carers held in an accessible part of the school?
- Are parents and carers of all genders encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/family learning courses and attending concerts/ performance?
- Are governing bodies representative in terms of gender and of the pupils, staff and local community that they serve?

Employer duties

As an employer Woodthorpe J.I. School Governing Body need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workplace.

- Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination?
- Does the school take positive action to try and ensure a gender balance of staff?
- Is bullying and harassment of staff monitored and is this information used to make a difference?
- Are CPD and other training opportunities monitored by gender?
- Does the school encourage a variety of flexible working opportunities e.g. jobshare?

- **Has the model policy from school teachers pay and conditions been adopted?**

EOC code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- **Recruitment**
- **Managing flexible working**
- **Managing parental and carers leave**
- **Managing pregnancy and return from maternity leave**
- **Sexual and sexist harassment**
- **Transsexual staff**
- **Grievance and disciplinary procedures**
- **Equal pay**
- **Work based training opportunities**

Woodthorpe J.I. School

Gender Policy

At Woodthorpe J.I. School we have an Equality Scheme and Inclusion Policy within which there is a commitment to ensuring equality of education and opportunity for staff, pupils, parents/carers, governors and all those receiving services from the school, irrespective of gender. The achievement, attendance, exclusions and participation of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards for all pupils and inform our teaching practice.

We will aim to provide all our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes and will take positive action to support particular groups where necessary. We will also seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation and taking positive action to address any gender differences. At Woodthorpe J.I. School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people of different genders are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities and particularly schools can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority including schools in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between all genders when carrying out their functions and activities

The Specific Duties

In addition, public bodies including schools are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Responsibility

1. The Governing Body has the primary responsibility to ensure the General and Specific duties are carried out.
2. The Head Teacher and Deputy Head Teacher must ensure that all members of the school community comply with the philosophy of the policy.
3. All teachers should confirm that their planning and practice meet the individual needs of each child and that the children and other adults in the classroom understand the message of the policy and work towards an appreciation of their respective genders.
4. It is the responsibility of all other adults in the school to acquaint themselves with the policy and to ensure that their practice meets the statement.

As a school we will:

1. Ensure that all ancillary staff, particularly the lunchtime supervisors who have specific responsibility for children without the presence of teaching staff, are acquainted with the terms of the policy and are working in conjunction with other staff to support the school ethos.
2. Recruitment procedures take cognisance of minority groups in order that positive role models are available to both genders.
3. Disseminate information and good practice.
4. Ensure that assemblies are of equal interest to girls and boys.
5. Ensure that visitors include women and men in non-stereotypical occupations.

6. Periodically monitor use of school spaces, e.g. ICT suite, library, playgrounds, corridors, to see if any area is dominated by one gender.
7. Periodically check that our school policy of rewards and sanctions is followed for both genders.
8. Ensure that learning opportunities and their contexts are carefully chosen to encourage a balanced range of skills and competences.
9. Use the same method of address for all genders.

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against any gender or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. The Governing Body, via the Curriculum and Policies Committee will:

- Identify the Aims of the policy or practice
- Collect evidence on the impact of policies on all genders.
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination.
- Resource those changes appropriately.

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the GED, it is essential that aspects of school life are monitored to identify where there is adverse impact on children. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction by gender
- Distribution of staff pay scales

Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Woodthorpe J.I. School will consult with pupils/ staff/ parents to determine their priorities for the school with regards to gender equality over the next three years via:

- Questionnaires
- Feedback slips

Sample questions:

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for parents and carers of all genders to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, in school life in general?

Equality Action Plan

Our Equality Action Plan includes the action we plan to take to meet the Gender Equality Duty.

Monitoring and Reporting

The actions outlined in the action plan will be monitored in accordance with specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

The Equality Scheme and Action Plan is maintained annually by the Governing Body.

Signed:

Dated: 25 September 2014

Review: September 2017

APPENDIX A

Check list for school staff and governors

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Are pupil achievement, attendance, exclusions and participation monitored by gender? Are there trends or patterns in the data that may require additional action?
- Are pupils of all genders encouraged to participate in all aspects of school life including extra-curricular activities? How is this shown through representation in school events such as class assemblies, school council, gifted and talented?
- Are pupils of all genders given the same opportunities to participate in physical activity, both in and outside school hours and in extra curricular activities e.g. school trips?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender and sexist language actively challenged in both the class-room environment and in the playground?
- Are pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?
- Is the school environment as accessible and welcoming as possible to visitors of all genders e.g. accessible to pushchairs? Are open events and other events which parents or carers held in an accessible part of the school?
- Are parents and carers of all genders encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/family learning courses and attending concerts/ performance?
- Are governing bodies representative in terms of gender and of the pupils, staff and local community that they serve?

Employer duties

As an employer Woodthorpe J.I. School Governing Body need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workplace.

- Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination?
- Does the school take positive action to try and ensure a gender balance of staff?
- Is bullying and harassment of staff monitored and is this information used to make a difference?
- Are CPD and other training opportunities monitored by gender?
- Does the school encourage a variety of flexible working opportunities e.g. jobshare?

- **Has the model policy from school teachers pay and conditions been adopted?**

EOC code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- **Recruitment**
- **Managing flexible working**
- **Managing parental and carers leave**
- **Managing pregnancy and return from maternity leave**
- **Sexual and sexist harassment**
- **Transsexual staff**
- **Grievance and disciplinary procedures**
- **Equal pay**
- **Work based training opportunities**