

	<b>POLICIES AND PROCEDURES</b> <b>GENDER EQUALITY POLICY</b>	
	DATE AGREED BY GOV'S;	Spring 2018 TEACHING AND LEARNING COMMITTEE
	DATE AGREED BY FULL GOV BODY;	Spring 2018
	REVISION DATE;	Spring 2021
<b>STATEMENT FOR EQUALITY;</b> <i>Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.</i>		

The aim of this policy is to ensure that the school promotes equality and eliminates sexual discrimination and harassment. It is our duty to give due regard, proportionality and relevance to the need to eliminate unlawful discrimination and harassment on the grounds of gender and promote equality of opportunity between women and men, including boys and girls.

This policy applies to all members of the school community and, in conjunction with all the school's equality policies and procedures, is central in meeting our school aims. It clarifies the role that the school has in demonstrating gender equality and fairness in all aspects of its work. This includes:

- Policy making
- The treatment of pupils
- Treating men and women employees equitably through our employment practices such as recruitment, training, promotion and flexible working

We recognise that men, women, boys and girls are not starting from an equal footing and identical treatment will not always be appropriate to tackle gender inequality. It is important that all have the very best opportunities regardless of gender.

We acknowledge that we also have an obligation to eliminate discrimination and harassment towards current and potential transsexual staff and service users.

Manor Park Primary ensure equal opportunities and abide by The Equality Act 2010. See below for more details regarding this;

### **What Does Equal Opportunities Mean?**

The primary aim of the newly formed Equality and Human Rights Commission is to promote and protect everyone's right to equal opportunities in the workplace as laid down in the Equality Act 2010.

### ***Definition of Equal Opportunities Under The Equality Act 2010***

The term "equal opportunities" upholds the idea that all workers within an organisation should be entitled to and have access to all of the organisations facilities at every stage of employment, including the pre-employment phase.

This means every individual should have:

- An equal chance to apply and be selected for posts pre-employment
- An equal chance to be trained and promoted while employed with the organisation
- An equal chance to have their employment terminated equally and fairly

Denying any employee or prospective employee their right to equal opportunity in the workplace is tantamount to discrimination, which is considered unlawful under the [Equality Act 2010](#).

The Equality Act has specified 9 areas that are termed in the legislation as protected characteristics. These include (in no particular order):

1. Age
2. Sex
3. Race
4. Disability
5. Pregnancy
6. Marital status
7. Sexual orientation
8. Gender reassignment
9. Religious background

Discriminating against workers because of any of the nine characteristics is against the law.

#### **GENDER EQUALITY ACTION PLAN**

Our gender equality action plan identifies when and by whom all our practice and policies will be reviewed and assessed for gender equality (GE) issues. Areas for development will be prioritised in an ongoing programme of evaluation and improvement. All policies will be endeavoured to be reviewed by the governing body at least once within a five year cycle and, at specific times in the year, all our work will be reviewed by identified personnel.

Our scheme will be drawn up in consultation with employees, service users, unions and other stakeholders. We will also take into account any information already known about GE issues through monitoring of current policies and practices. Consideration will also be given to the need to assess and address the causes of any gender pay gap and to set appropriate objectives.

The GES will be reviewed at least every three year.

#### **RESPONSIBILITY FOR THE POLICY**

Responsibility for promoting and managing equality and diversity within the school rests with the governing body. The head teacher is responsible for day to day management issues. All members of the school community will have responsibility for following policy and promoting GE. The school will also work in partnership with others, including the local authority (LA) and its human resources department in personnel related issues.

The school's policy and GES will be available on its web site to meet the GED and to demonstrate how the school will promote GE in all aspects of its work.

Any intentional infringement of the policy is treated as a serious matter. Action may be taken by the school against any member of staff, using the most appropriate procedures, where there is sufficient evidence to support it. Such action may include the use of conciliation, mediation, competency or disciplinary procedures.

Individuals who believe that they have been unfairly discriminated against under the terms of the Policy may direct a complaint to the Deputy Headteacher in line with the school's complaints policy.

This policy will apply to all staff and pupils. Parents, visitors, contractors and any other persons connected to the school are expected to comply with this GE policy.

#### **PRACTICE GUIDELINES**

The following sections detail the steps the school adopts to develop and implement fair policies in relation to staff and pupils. This complies with its commitment to promote and manage equality and diversity.

## **RECRUITMENT AND SELECTION**

Good practice is pursued in the area of staff recruitment and selection to ensure equality of opportunity for all applicants. Job vacancies are advertised in line with LA and National Policies. Positive action will be taken where necessary.

In the event of a complaint of discrimination from either internal or external applicants for vacancies, the governor leading the selection or the Headteacher is expected to detail the criteria on which the selection decision was founded and demonstrate that the successful applicant was the one who most closely met the criteria.

## **TRAINING, DEVELOPMENT, PROMOTION AND CAREER PROGRESSION**

It is the policy of the school to consider budget and provide appropriate training and development for all its employees in line with the school's developmental needs and the performance management of its employees.

The needs of the job, individual ability and performance are the only appropriate criteria considered in an employee's annual performance management cycle. In addition, those responsible for undertaking PM interviews ensure that no employee has any reason to believe that unlawful discrimination has been an element in any decision. Similarly those on part time, temporary and fixed term contracts receive equal consideration, subject to appropriate opportunities arising.

## **PROBATION**

Where probationary requirements are applicable to an appointment, their implementation, including orientation, training, monitoring, guidance and recommendation for permanent appointment is managed fairly and without discrimination.

## **GRIEVANCE**

The school ensures that any grievance relating to discrimination is treated seriously and promptly. Staff who believe that they have been discriminated against can pursue the matter by raising a complaint, in accordance with the grievance procedure applicable to their post.

## **DISCIPLINE**

Failure to comply with or conform to the policy is treated as a serious disciplinary matter.

## **DISMISSAL AND REDUNDANCIES**

School employees who have been delegated responsibility for identifying members of staff for dismissal on the grounds of redundancy do not unlawfully discriminate.

## **PUPILS**

### ***Selection and admission of pupils***

The school's admissions policy does not use gender as a criterion for admission.

### ***Pupil progress***

The school will use every opportunity to ensure its practice is not discriminatory and then review that it has not been discriminatory by scrutinising the outcomes that the school achieves (such as performance in Key Stage 2 SATs) for differences that may be significantly impacting on pupils because of their gender. Any significant actions will be identified in the gender equality action plan or school development plan.

### ***Discipline and behaviour***

In respect of their conduct, staff and pupils are expected to behave courteously, and not to engage in behaviour that is, or is likely to be, prejudicial to the good order or to the reputation of the school and its rules. Analysis of incidents and any patterns that might be

related to gender will be identified and identified and actions put in place.. All staff are responsible for ensuring that incidents of sexist behaviour are dealt with, recorded and referred to the relevant member of the senior leadership team (SLT).

### ***Monitoring the policy***

The school monitors information relating to:

- All groups of pupils
- Attainment, achievements and progress
- Incidents relating to pupils in school
- Activities that relate to staff recruitment and selection, and to career development and opportunities for promotion
- Engagements with the school by members of the community
- Pupil participation, exclusions, rewards, sanctions, bullying and sexist behaviour, admissions and attendance etc
- The content of the curriculum
- Pupils' personal and social development and pastoral care, taking into account the outcomes of the Every Child Matters (ECM) agenda
- Any other useful data

The headteacher reports on any significant results of this assessment and monitoring in the headteacher's reports and by presentations to the governing body. The policy, along with any associated codes of practice and procedures, will be subject to regular review to ensure that the school's commitment to promoting and managing equality and diversity is actively pursued to meet its GED.



**MANOR PARK SCHOOL**  
**ACTION PLAN**  
**FOR EQUALITY DUTY**  
**2017-2020**

MANOR PARK SCHOOL GENDER EQUALITY ACTION PLAN

Requirements to meet the Gender Equality Duty (GED)	What is to be done/achieved? (Objectives/ targets – to be prioritised)	Who is to lead on it? (i.e. who ensures action is taken)	Training or other actions needed? Budget needs? (be specific)	Outcomes TICK AND DATE when completed and add actions completed
GE policy and action plan reviewed with staff, pupils, parents and community.	Understand the Gender Equality Duty and its relevance to the school’s functions.  Acquire download copy of the legislation and <b>the EOC Code of Practice</b> <a href="http://www.eoc.org.uk">www.eoc.org.uk</a>  Look out for developments in the legislation and guidance	HT/DHT	HT to review and share with School council to consider Policy put on website	Policy revised and agreed by March 2018 EOC advise read and put into policy of appropriate School Council considered gender equality within the school
Analysis of ASP – annual school performance and gender gaps to ensure GE and incorporate into School Development Plan where significant	Yearly analysis of ASP by Governors and Senior Leaders SDP updated where significant Teachers tracking meetings identifying support Target TAs supporting where identified	HT/DHT	Training for teachers where identified Intervention training for TAs where appropriate SL training on data analysis and new technology support where appropriate	HT Impact Assessment & Reports on progress annually of boys and girls re. ASP each year with Governors Targets put in place to address gender gaps
Employment Issues Staff Recruitment CPD/training Conditions	More male role models across staff where closest meet criteria.  Incorporate explicit GE into recruitment policy	SL/Bursar	Encourage under-represented gender <b>to apply</b> for posts (but note that <b>selection</b> will not depend on gender) Positively select and appoint males where there is a joint evenly matched choice	Male staff appointed- reported in HT report
Teaching and learning	Ensure all staff Observations include Section on GE commenting on stopping statements such as <i>can I have 4 strong boys etc and content of curriculum delivery</i>	HT/DHT	Seek quality training and relevant staff  Observations-ensuring non stereotyping and gender quality resources  SL to share any observation noted GE and identify	HT/DHT to ensure on all observation sheet

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			strategy to improve	
Assessment	Analysis of assessment made each term on gender attainment groups and strategies are put in place by subject leaders to address where significant	HT/DHT	Training given in staff meetings	HT/DHT termly analysis of classes
Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school’s agreed procedures. Policies all available and shared when reviewed.	HT/DHT	CEOP training yearly Behaviour Policy and Bullying in Induction packs Complaints policy and whistle blowing policy in Induction Pack	In place/revise yearly with Staff BIG award achieved Y6 PSHCE lessons in place on gender orientation Behaviour logs analysed and actions put in place
Admissions and attendance	Monitor attendance by gender	Head/ Attendance Leader	Meeting for SAO and DHT to discuss findings and any actions needed shared with FGB	Attendance Gender analysis and evaluation of ASP by DHT and SAO – HT report
Governing body	Ensure equal / proportionate gender representation, including senior positions where possible.	Head/SLT	Encourage under-represented gender <b>to apply</b> for posts (but note that <b>selection</b> will not depend on gender)	<b>Governing Body 2017</b> Male 7 Female 3
Curriculum	To review and ensure sexist assumptions and gender stereotypes are removed from all materials and schemes of work	Subject leaders	Monitoring checks by SL will ensure this Encourage and positively promote/share non stereotypical hobbies or jobs	Monitoring of books to include Gender positivity. KS Managers to collect some good pieces to make a book to share at staff meeting
Partnerships with parents and community	Ensure fathers/male carers can participate as fully as possible in their children’s education  Policies shared and available to all parents. MPS has a diverse ethnic and religious community. To always consider carefully all responses to ensure GE.	HT/DHT FS Leader CC Leader	Links of FS and CC on special days for Fathers groups to support parenting Policies on website and available from Office  Encouraging more women onto the GB  Evaluate events for male and	Women appointed on the GB  Evaluation of gender parental engagement

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	Link with Children centres Men behaving Dadly group to encourage school Dads to participate		female participation	
SEN	<p>Monitor SEN register by gender. For SATs results and address needs if appropriate Questionnaire to highlight SEN/Gender and analyse</p> <p>All significant findings to be shared at FGB in HT report in questionnaire analysis and strategies</p>	SENCO HT	<p>Yearly analysis or ASP by SENCo for gender and SEN Yearly analysis of classes and progress for gender and SEN</p> <p>To note: National SEN in England 2017: Special educational needs remain more prevalent in boys than girls in January 2017: 14.6% of boys were on SEN support compared to 8.1% of girls. 4.0% of boys have a statement or EHC plan in January 2017. 1.6% of girls have a statement or EHC plan in January 2017</p>	Targets put in place to address gender gaps
Citizenship	<p>Review the curriculum and (age appropriately) the ethics of unlawful gender discrimination and stereotyping.</p> <p>Consider the social and emotional aspects of learning and how gender discrimination impacts differently on boys and girls</p>	<p>Citizen Co-ordinator</p> <p>P4c Leader &amp; Y6 teachers</p>	<p>Ensure pupils are aware (age-appropriately) of the negative impact on both boys and girls, and men and women, of unlawful gender discrimination</p> <p>SEAL materials in use</p>	<p>Citizens in challenging stereotypes; Fire Woman Police woman To continue; Male Nurse Citizen Leader adding to the SOW the gender of person in to challenge stereotypes Y6 P4C session on GE</p>
Extended school activities, including trips Lettings, visitors	Ensure visits are in agreement with the GE policy and anyone visiting or using the building is aware of & does not breach GE Policy	HT/DHT EV Leader Premises Manager Bursar	See the gender percentage for accessing clubs.	Yearly analysis of club take up



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Parent feedback	Coffee Morning time to request feedback and ideas for GE	DHT/AHT	Incorporate into a yearly agenda	Coffee morning in all KS consult on GE
Anything significant from analysis of above				