

*St Andrew's  
CE Primary School*



*Gender Equality Scheme*

**Senior Member of Staff Responsible:** G Huckstep

**Governor Responsible:** Health and Safety Team

**Last review:** Autumn 2016

**Committee:** Health and Safety

**Key reviewers:** Governors and Headteacher

**Review frequency:** 3 years

**Next review:** Policy – Autumn 2019

### **The Gender Equality Duty (GED) - What is it?**

The Government introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (ie are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The 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 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 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 men and women when carrying out their functions and activities

### **The Specific Duties**

In addition, public bodies 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.

### **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 either sex, or maintain or lead to gender inequality.

At St Andrew's CE Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching.

Although we take positive steps to address gender inequality, we also understand that barriers exist that may prevent pupils and staff from achieving and making the most of the opportunities we make available. Therefore, to promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At St Andrew's CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- ◆ Any information collected on gender with regards to both pupils and staff will be used to improve the provision of services.
- ◆ Pupil achievement will be monitored by gender. Any identified trends or patterns in the data that require additional action will be actioned appropriately.
- ◆ Pupils of both sexes will be encouraged to participate in school life. This will be monitored through representation in school events such as class assemblies and the POP Group (Pupil Opinion Party).
- ◆ Pupils of both sexes will be given the same opportunities to participate in physical activity, both in and outside of school hours.
- ◆ Bullying and harassment of pupils (both of which are extremely rare at St Andrew's) will be monitored and this information will be used to make a difference.
- ◆ Stereotypes in terms of gender will be actively challenged in both the classroom environment and in the playground.
- ◆ The school environment will be as accessible and welcoming as possible to visitors of both sexes eg accessible to pushchairs. Open evenings and other events which parents or carers attend will be held in accessible parts of the school.
- ◆ Parents of both sexes will be encouraged to participate in their child's education eg attending parents' evening, taking up parent/ family learning courses, and attending assemblies.
- ◆ The Governing body will be as representative of the pupils, staff and local community that they serve as possible.

#### **Developing a voice for all pupils, staff and parents/carers**

- ◆ The pupil voice is already significant in the school and will be developed further. The Pupil Opinion Party (POP Group) includes eight male and eight female pupils from Year 6 and some pupils from other year groups, depending on need - there will be a balance of male/female pupils encouraged. Children are encouraged to be assertive and articulate about their opinions of the school, their local community and other matters.
- ◆ Parents' opinions are sought through questionnaires, response forms to items in the school newsletters and at parents' evenings.
- ◆ Staff are able to express concerns and influence decision-making through staff meetings, phase meetings and informal discussions.

#### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce.

- ◆ Gender aspects will be 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.
- ◆ Any alleged bullying and harassment of staff will be monitored and this information will be used to make a difference.

The Equal Opportunities Commission (EOC) Code of Practice on the Duty lists key employment issues 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
- ◆ It is also a specific requirement of the duty that an equal pay policy is in force.

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.

We will:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

### **Monitoring and reporting**

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 Gender Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people. The following will be monitored:

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

Following is a list of sample questions (this is not exhaustive) we might use to obtain the views of pupils, staff, governors and parents...

- ◆ 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 Mums and Dads to get involved in their child's education? What would make it better?
- ◆ Do you feel that the school is challenging gender stereotypes eg in the curriculum and in school life in general?

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

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

An annual report will be produced which outlines the progress of the Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Governors, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

### **Reviewing/Monitoring**

This Scheme will be reviewed and revised every three years.

## Appendix A

### ST ANDREW'S CE PRIMARY SCHOOL - Gender Equality Action Plan 2016/17

Aspect of the duty	Action	Responsibility	Timescale	Success criteria
Monitor achievement & standards based on gender, take action where necessary on any identified trends	Use Bus Stop Results to identify issues Develop strategies for tackling issues Prioritise in SDP & Performance Management	SLT Teachers TAs	Ongoing	Gender attainment issues clearly identified and acted upon
Monitor access to curriculum in SEN /ethnic minorities based on gender	Look at Bus Stop data on ethnic groups/SEN and identify anomalies Develop strategies for tackling issues, if necessary Implement strategies	SLT Teachers TAs	Ongoing	Gender attainment in SEN/ethnic minorities issues clearly identified and acted upon
Monitor differences in alleged bullying and identify vulnerable gender groups	Include gender references on Pupil and Parent questionnaires Assess results Develop strategies to deal with any issues arising	SLT Teachers TAs	Ongoing	Elimination of gender bullying/harassment
Monitor take-up of after school clubs	Check registers Ask POP Group if access is equal Questionnaire to parents asking for clubs they would like to see Act on results	SLT Teachers TAs	Termly	Both genders represented in all clubs, POP Group and other groups.
Provide positive role models from world outside school	Inviting in parents to become involved at school Invite in role models for slots in assemblies (University, College, Other Groups)	SLT Teachers TAs	Ongoing	Both genders represented in Visitors to the school
Displays reflect positive role models And ensure role models are part of ongoing displays	Monitor displays	SLT / Art and Creativity Team	Ongoing	Displays reflect positive gender issues
Monitor the relationship between boys and girls and develop strategy to where appropriate	Monitoring through PSHME lessons Consider using questionnaire Take action where necessary	SLT Teachers TAs	Ongoing	Positive relationships between boys and girls
Review policies in light of GES	Governors and staff review policies and amend as necessary, including sending most relevant policies to GES team for review	SLT Governing Body Teachers	Annual review	Policies to embody GES
Consider gender aspects when making appointments, allocating TLRs or reviewing staff structure to ensure decisions are free from discrimination.	Head and Governing Body Panel to be Aware of GES when short listing / interviewing / appointing	Head Governing Body	Ongoing	Staffing decisions are free from discrimination.
Address any incidents of alleged gender- related staff bullying or harassment.	Develop strategies to deal with any issues arising	SLT Teachers TAs	Ongoing	Elimination of gender bullying and harassment