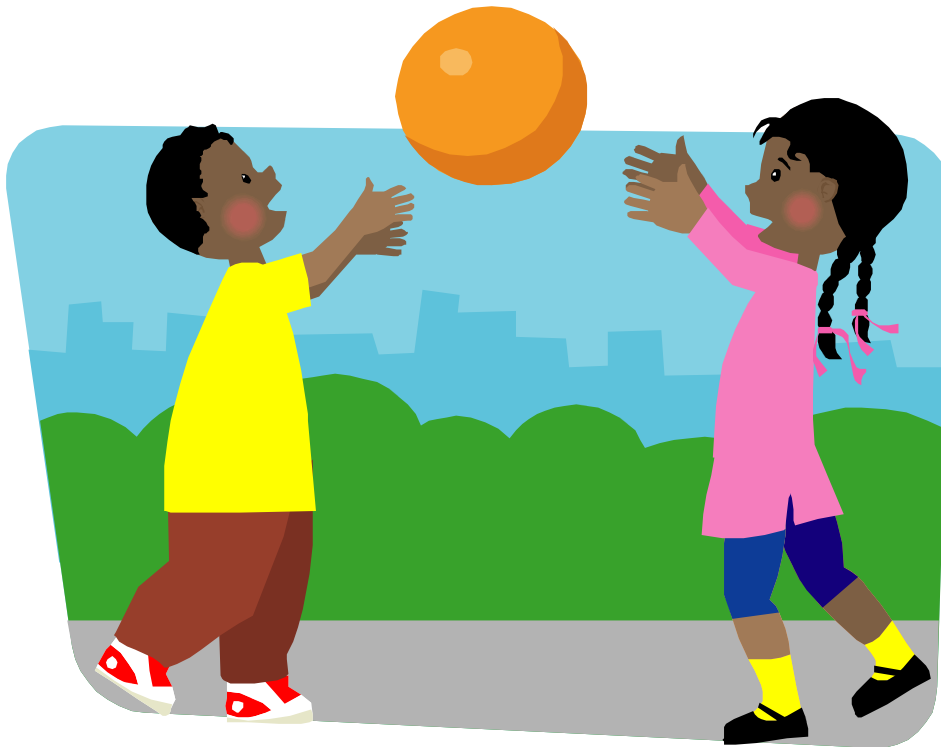


St Andrew's CEVC Primary School, Great Yeldham

Gender Equality Scheme



Reviewed by Maria Trappitt November 2010

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Introduction and Purpose

At St Andrew's School we have an Equalities 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 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 St Andrew's 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)

The Government 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 boys and girls, men and women 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.

The Gender Equality Duty (DED)

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.

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. To fulfil this, 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

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 should be monitored:

- achievement of pupils by gender
- staff satisfaction levels 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. St Andrew's School has consulted with pupils, staff, parents/carers and governors in the development of our Gender Equality Scheme by means of focus groups and an invitation for involvement through the school newsletter, village magazine and website.

Making things happen: Objectives and Action Plan

In order to ensure that action is taken to meet the Gender Equality Duty, St Andrew's School has drawn up an action plan to make things happen, which outlines how the requirements of the Gender Equality Duty will be met. This action plan has been shaped in consultation with pupils, staff, trade unions, parents/carers, governors, and all those that we provide a service to as outlined in the previous section, and may include the good practice examples below.

Gender Objectives

St Andrew's School has agreed that the key objectives for the next three years in relation to gender will be:

- a) Pupil achievement, attendance, exclusions and participation will be monitored by gender.
- b) Continue to monitor stereotyping of roles and stereotypical language (eg strong boys) and actively challenge sexist language.
- c) Continue to develop, through 'circle time' and all areas of the curriculum, raising awareness of stereotyping.
- d) Pupils of both sexes given the same opportunities to participate in physical activities, both inside and outside of school hours.
- e) Encourage pupils of both sexes to participate in all aspects of school life including extra curricular activities. Equal opportunities in e.g. class assemblies, school council.

These objectives will be incorporated into other school documents e.g. the School Improvement Plan.

Monitoring and reporting

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.

Our Gender Equality scheme will be reviewed and revised after a period of 3 years and new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Reviewed by M Trappitt – **November 2010**

Shared with all staff - **November 2010**

Shared with Governors - **November 2010**

Review date – **November 2013**

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 both sexes 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 both sexes given the same opportunities to participate in physical activity, both in and outside of 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 both sexes e.g. accessible to pushchairs? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Are governing bodies representative in terms of gender and of the pupils, staff and local community that they serve?

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

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?

It is a specific requirement of the duty that an equal pay policy is developed. Has this been done?

NOTE: The 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

