

St Mark's C of E Aided Primary School

Gender Equality Policy

What is the background to this policy?

On 6th April 2007 it became a statutory requirement under the Gender Equality Duty (GED) for schools to publish a gender equality scheme and action plan. This policy contains this school's gender equality scheme and the action plan will be incorporated into the school improvement plan. St Mark's Primary School has long demonstrated its commitment to tackling issues of gender equality and welcomes this opportunity to review and reinvigorate its practice.

What are the requirements of the Gender Equality Duty?

Schools are required to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between men and women (boys and girls)

There are a number of specific duties that the school then needs to fulfil:

- write a gender equality scheme (this policy)
- consider the need to address any gender pay gap
- investigate the effect of school policies on gender equality issues
- consult stakeholders
- write an action plan and review it every three years
- report annually on the scheme

How does this school intend to meet the requirements of the Gender Equality Duty?

1. We will establish a gender equality group involving staff, personnel and curriculum committees.
2. We will write an interim gender equality scheme (this policy) that the gender equality group may then revise.
3. The gender equality group will write an action plan to tackle the key issues that in this school will be reviewed annually.
4. We will report annually to parents through a headteacher's item in the school newsletter, which is also published on the school website.

What are the issues that the gender equality group needs to consider?

- attainment
- curriculum and resources
- behaviour and discipline, including bullying and harassment
- sport and PE
- employment covering recruitment and retention, promotion and responsibility, pay
- issues pertaining to gay, lesbian, bisexual and transgender people
- how the group will monitor, evaluate and report its work

Policy Guidelines and Definitions

St Mark's Primary School Key Values

Self Worth and Self Esteem;

- We believe that **all** members of our school community should feel valued and respected. We will actively promote self awareness and seek opportunities where members of our school community can demonstrate their skills.

Happiness;

- We believe that **all** members of our school community should have a desire to be associated with our school. We will provide an inviting, bright, orderly, stimulating and challenging environment which promotes involvement, high expectation, fun and enjoyment.

Moral Values. Decent Behaviour;

- We believe in moral values which emphasize tolerance and mutual respect. We will build upon and promote this through Collective Worship, PSHE and through developing models of good behaviour.

Opportunities for all to fulfil their Potential;

- We believe that **all** members of our school community should have the very best opportunities to realise their ambitions and fulfil their potential. We will develop:
- **For children** - a culture of high expectations and challenge and support by providing children with wide ranging opportunities for them to demonstrate their achievements.
- **For staff** – the provision of professional development and training through the process of performance management. We will develop and encourage strong principles of teamwork, professionalism, collaboration and life long learning.
- **For the wider community**- processes which identify their skills in order to maximise their contribution to the progress of our school.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty.

Definitions

By unlawful sexual discrimination we mean treating one person less favorably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

The Specific Duties

We welcome the responsibility to think and act more strategically about gender equality. In order to do this we will:

- Collect and analyse school data and other gender equality relevant information.
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap
- Publish and implement the Action Plan with our proposed objectives and actions

We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every three years

Reviewed by governing body: Summer 2013
Review due: Spring 2019

Possible Gender Equality issue	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
Achievement of pupils	Because of the size of our school, all pupils receive support to meet their needs regardless of gender. Data shows no obvious inequality in achievement	Continue to use assessment for learning daily and provide additional support/intervention.	ongoing	Teachers and teaching assistant	Regular HT/teachers meetings to monitor progress and impact of support..
Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion.	Continue to offer sports to all pupils	ongoing	Teachers and teaching assistant Sports coaches	List of pupil participation
After school clubs	all pupils are given an equal opportunity to participate in after school clubs. We promote inclusion	Continue to offer after school clubs to all pupils	Ongoing	Teachers and coaches	DHT
Staffing	Recruitment - all positions advertised are open to males and females. Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant person specification.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors/HT	Governors/HT
Staffing - pay	All employees are paid in line with nationally agreed pay scales	To ensure all staff are paid at the correct scale.	ongoing	EFS (bought in service) HT/AO	HT/AO/EFS/auditors/Chair Resources
Use of supply teachers	We contact both male and female teachers depending on availability. Any preferred choice is based on relationships with pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	ongoing	HT/teachers	Regular HT/teachers meetings to monitor progress and impact of support.
Students including work experience	placements are encouraged from both male and female students.	To ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children's learning	As and when students are in school.	HT/student mentor	Regular HT/teachers meetings to monitor progress and impact of support. Mentor meetings with students.

Possible Gender Equality issue	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
outside agencies including LA's	Nurses/ Educational psychologists/support workers etc.– male and female support staff are welcome in our school.	To ensure all pupils have access to appropriate support.	As and when required.	HT/SENCo/teachers	Regular HT/SENCo meetings to monitor progress and impact of support.
governors	Positions are open to male and females. If we are in the fortunate position of having too many governors than places – the needs of the school will be paramount.	To ensure the school is well governed.	As and when vacancies occur.	Chair of governors/HT/governor services (bought in)	Annual review of governing body
Policies	These are reviewed regularly	To ensure all policies as reviewed meet any statutory duty and government guidance. To prepare a written timetable to review policies.	Ongoing + whenever new policy written	HT Teachers Governors	Governors policy reviews.
School Improvement Plan	No specific section referring to equality objectives	To ensure when the plan is re-written reference is made – explicitly - in each section to the Equality Objectives.	Ongoing	HT Teachers governors	Governors meetings – update and review school development plan
SEF	No specific section referring to equality objectives	To ensure when the plan is re-written reference is made – explicitly - in each section to the Equality Objectives.	Ongoing	HT Teachers governors	Annual School improvement partner meetings

Possible Gender Equality issue	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
Contact with parents	<p>Letters are addressed to one parents. Separated parents receive individual letters.</p> <p>Parents have the option of receiving newsletters by email.</p> <p>Invitations to events are addressed to both parents. Separated parents receive individual letters.</p> <p>Newsletters are given per family to the eldest child and sent by email..</p>	<p>To ensure all letters and communications are addressed to both parents where appropriate.</p> <p>To continue to involve both parents in pupil's education.</p> <p>Post newsletters to parent with whom the child is not resident.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>A.O HT teachers</p>	<p>Copies of letters on website.</p> <p>Postage book.</p>
Uniform	<p>Girls have option to wear trousers. Boys are not given the option to wear skirts.</p>				<p>Governors Summer meeting</p>
Procurement	<p>Services are requested without reference to gender.</p>	<p>To continue to ensure all services are requested based on the needs of the school.</p>	<p>ongoing</p>	<p>All staff</p>	<p>Copy of orders, Request details.</p>