

STOW ON THE WOLD PRIMARY SCHOOL

Gender Equality Policy 2017

Vision Statement

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical, moral and social.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender and will ensure that neither sex is treated less favourably in any procedures, practices and service delivery. Furthermore our school will actively promote positive attitudes towards both genders and will aim to secure the best possible provision for members of our community in order that they are able to access the school to the full.

This school will not tolerate harassment of people of either gender.

1.1 What do we understand by the term “gender equality”

Gender equality is the goal of equality of access of both gender, or sexes, to the same educational, physical, social and employment opportunities within the school community.

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people 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 can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

1.2 Schools Strategic Priorities

Our inclusion statement is:

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Stow Primary School to be an ideal learning environment for nurturing and developing the whole child. In short, every child matters.

Our vision (see above) means we have a relentless drive to raise standards by giving every child the best opportunity to achieve their highest potential regardless of their gender.

The production of this Gender Equality Scheme provides us with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty

1.3 Strengths and Weaknesses

- ✓ We obviously already have staff, parents and pupils of both genders in school and have experience of including them in all areas of school life and ensuring that access to all activities is free of gender bias
- ✓ We already ensure that children of both genders are treated equally in all aspects of school life such as representation in school teams, school council, school productions and plays, roles and responsible activities, being ambassadors for the school, in rewards and achievement assemblies etc
- ✓ We carefully track and monitor progress and attainment of children in each year group to ensure no gender inequalities across year groups or within aspects of learning such as reading, writing, maths, science, PE .
- ✓ We have had experience of securing the best levels of support to enable all children to succeed regardless of gender
 - We need to consider gender issues which we have not catered for e.g male role models in school staff beyond cleaning staff and music/ sports coaches
 - We need to prioritise our action plan on the basis of need in order to be financially and practically realistic.
 - Further highlight and emphasise the need for equality in all aspects of school life and in all written policies.

2. The General and Specific Duty

We will seek to meet the general duty to :

- 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 male and females when carrying out their functions and activities

The Specific duty:

- 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

3. How we will meet the General Duty and the Specific Duty

The production of this gender equality scheme provides us with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Gender Equality Scheme for our school.

3.1

Involvement of both genders in developing the Scheme

All staff, governors and the school council were invited to participate in the drafting of this scheme. We will send copies of the draft report and a questionnaire to parents of children in school as part of our annual questionnaire to parents and discuss the provision for both genders with the children. These comments will further inform the action plan.

3.2

Developing a voice for pupils, staff and parents/carers and members of the wider community using the school

Parents/carers are involved in three meetings per year with class teachers. Parents and children are involved in target setting which can relate to children coping with particular difficulties. All staff has an awareness of children's particular needs and so are able to keep a watching brief on children throughout the day including talking to the children of both genders. We also have an established school council to act as the pupil voice.

We have considered in particular:

The educational opportunities and achievements of pupils

The recruitment, development and retention of both genders as staff and governors

3.3

The Governing Body

Parents are well represented on the Governing Body both as parent governors and as governors representing other branches of the community who are also parents. The role of the Governing Body is outlined in the Governors handbook. The governors send out an annual questionnaire to gather parents' opinions on various aspects of the school, the results of which, and any remedial actions that may be put in place, are sent to the parents by the head teacher on behalf of the Governing Body.

3.4

Removing Barriers

The school will ensure that physical, curriculum, and information barriers are removed through monitoring questionnaires and discussions with children, staff, parents and other members of the school community. The school will also ensure that refinements are made to all other policies as they are reviewed to ensure equality for both genders across all aspects of school life. The Gender Equality action plan will be published on our website and available in the school entrance hall.

3.5

Gender Equality in the Curriculum

- Planning at Stow takes account of different genders, learning styles and all staff communicate well together to modify any activities as necessary to enable all pupils to participate regardless of their gender
- The school ethos is based on a set of Golden Rules that practically illustrate how to be positive towards each other in school. These messages are also reinforced by weekly PSHCE lessons, circle time activities and a reward system built upon the golden rules. These systems mean that we are continually developing positive attitudes in children. Posters, books and literature around school should portray people of both genders in a positive manner. The school will include gender equality issues as part of their PSHCE programme e.g. promoting an understanding of the discrimination and negative attitudes that may commonly occur.

3.6

Trips, Visits and other activities

Risk assessments are made in advance of all trips, visits and particular activities to ensure that all members of the school party can participate regardless of gender. Extra support would be put in place to ensure both genders could participate fully. Children would be encouraged, but not forced to participate e.g. a girl who excels at football was encouraged to attend county trials and be in the school football team, a boy who enjoys dance has recently performed publicly in a ballet performance for parents at a local ballet school.

3.7

Eliminating harassment and bullying

We have an anti-bullying statement and accompanying booklet which supports the school in dealing with any incidents of bullying based on gender. Minor, one off incidents will result in a child being spoken to by a member of staff regarding which school rule they have broken and a loss of golden time as a sanction with time given to think about how their behaviour is inappropriate and unkind. Repeat offences of gender based bullying will result in the child's parents being called into school and appropriate sanctions being taken which could ultimately result in exclusion if reforms in behaviour are not made. If an adult is found to have harassed or bullied another person disciplinary procedures will be put into place in accordance with employment law

3.8

Reasonable Adjustments

- The school will negotiate with parents and outside agencies to ensure that adjustments can be made that will be of benefit to the well being of both genders for children. These adjustments may take the form of access to activities and lessons during the school day or flexibility in the system to allow for children with differing needs to attend extra curricular clubs and to fully participate in lessons by visiting teachers or coaches as well as school trips and visits including residential visits.

3.9

School Facility Lettings

Any body using or hiring the school premises is subject to the school's Gender Equality Scheme and must ensure that either gender is not treated less favourably than the other as set out in the scheme.

3.10

Contractors and Procurement

a. Visitors and contractors working in the school are subject to the school's Gender Equality Scheme. Any contractors found to be harassing or bullying school personnel will be subject to the law and if necessary will be reported to the appropriate authorities.

b. Catering and cleaning staff will be made aware of the contents of this policy and expected to comply in their treatment of both sexes.

3.11 Parents and Carers

- It is expected that parents will co-operate with the school in helping the school meet their children's needs by supporting the school's efforts to fully integrate their children regardless of their gender.

3.12 Information, Performance and Evidence

a. Pupil Achievement

In addition to data collected, analysed and evaluated for both boys and girls, the school seek to provide sufficient support to ensure progress is maximised for all children regardless of gender.

b. Admissions, Transitions, Exclusions

- The school will work with pupils, parents, carers and other agencies to help children start school with any essential support that will ensure that the child has the best possible experience.
- Transitions to other schools will be conducted with due sensitivity and every effort made to take advantage of outreach and pre-entry visits
- Exclusions at Stow Primary School are kept to a minimum as we recognise our responsibility to do the best we possibly can to engage and teach all the children in our care, we will however monitor exclusions to ensure that children of one gender are not over represented in our figures.

c. Social Relationships

- The ethos of the school, supported by PSHCE, promotes positive social relationships between all pupils including those of both genders

- Children are called upon to show kindness towards and concern for others.
- Where appropriate a child could be assigned a friend/ buddy if required or the school help organise a circle of friends.
- The school is currently looking at solutions for recording, monitoring and cross-referencing progress in social and personal development.

d. Employing, promoting and training staff of both genders

- In accordance with employment law the school will undertake to employ the best candidate for any vacant position irrespective of gender
- All staff are given the opportunity to undertake CPD in line with SIP priorities, Performance Management, and individual interest as funding will allow.
- Staff of both genders will be treated in the same way.
- Opportunities for promotion within school would be open to all suitably qualified candidates.

e. Staff Training

- All staff will have gender awareness training to ensure they have a clear understanding of the needs of colleagues and children of both genders.

3.13 Impact Assessment

- The school will assess the impact of the policy through feedback from parents, carers, staff and children. This feedback will be sought via the review system, questionnaires, staff meetings and discussions.
- As policy documents are reviewed they will be checked for provision for children and others of both genders
- Results of impact assessment and initiatives undertaken under this scheme will be published annually on our web site

3.14

Reviewing/Monitoring

- ✓ This document needs to be reviewed each year by the policy working group with a full review every three years.
- ✓ The document will be monitored by collecting the responses of children, staff, parents and carers and acting upon their views where they are reasonable and manageable.

Review Date April 2018

Annual review- 2017
Senior Member of Staff Responsible

Three-Year Review- April 2020
Rebecca Scutt