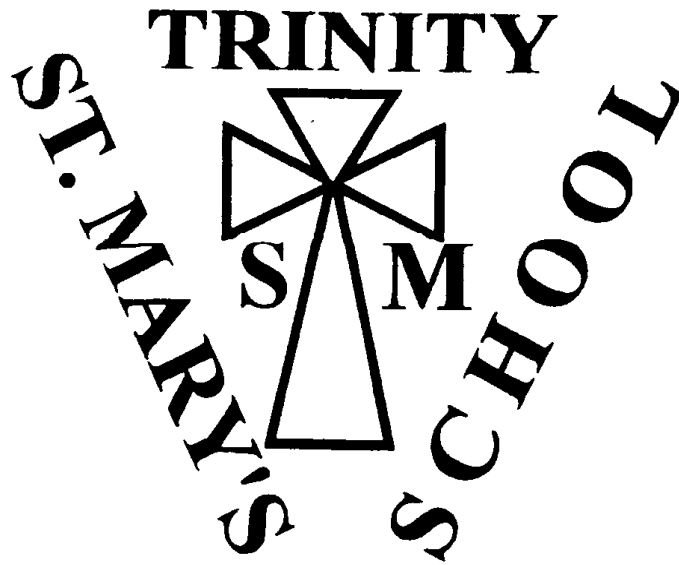


# TRINITY ST MARY'S PRIMARY SCHOOL



## GENDER EQUALITY SCHEME

March 2009

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## Gender Equality Scheme

### 1. School Ethos, Vision & Values

Trinity St Mary's Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

This school will not tolerate harassment of people based on their gender or transgender status.

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

Please also refer to our Equal Opportunities Policy, our Equal Opportunities in Employment Policy, our Racial Equality Policy, our Disability Equality Scheme and our Behaviour and Anti-Bullying Policy which fully support the above principles.

#### 1.1 What do we understand by "gender"?

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

*For other definitions see About Gender <http://www.gender.org.uk>  
University of Wales Institute Cardiff <http://www.uwic.ac.uk/shss/dom/newweb/Gender/Home.htm>*

#### 1.2 Strengths & Weaknesses

What we are already doing:

- Information is collected on gender with regards to both pupils and staff.
- Pupil achievement and attainment is monitored by gender to see if there are trends or patterns in the data that may require additional action.
- Pupils of both sexes are encouraged to participate in school life through representation in school events such as the school council, productions and class assemblies.
- Pupils of both sexes are given the same opportunities to participate in physical activity, both inside and outside of school hours.

- Bullying and harassment of pupils is monitored and this information is used to make a difference.
- Stereotypes in terms of gender are challenged and positive role models of both sexes are promoted
- The school environment is as accessible and welcoming as possible to visitors of both sexes.
- Parents of both sexes are encouraged to participate in their child's education e.g. attending parents' evenings, family/parent workshops, assemblies and school productions.
- The governing body reflects all members of the school and the local community.

*Questions the school needs to think about are:*

- *What are the training needs of the school regarding the GES?*
- *Who will be involved in assessing impact and how will the school involve both males and females?*
- *How will the school determine priorities?*
- *Will the school need external expertise?*
- *Who will the school report the results to?*
- *Has contact been made with trade unions at the school?*

## **2. The Duties**

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty has two parts to it, the "general" duty and the "specific" duty.

### **2.1 The General Duty**

We will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

### **2.2 The Specific Duty**

We will:

- Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our gender equality objectives
- Gather and use information on how our school policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)
- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders

- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the school website/school newsletter (*as appropriate*)
- Monitor and review our progress, reporting on our progress annually
- Review and revise this Scheme every three years

### **3. How we will meet the General Duty & 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.

Our key actions are as follows:-

*These actions may include some priorities to increase access to the curriculum, the extended learning environment and the provision of information. They should include measures to increase participation such as: directly asking pupils of an under-represented gender to join e.g. the school council, drama club; support for pupils in the form of sessions to encourage girls to get involved in science/technology, boys in food technology, childcare, drama etc.; providing positive role models for both gender groups from the world of work e.g. successful female architects/engineers, successful male chefs/childcare providers. Details of school displays with positive images relating to gender could also go in here.*

*Specific actions will depend on what the feedback from your consultation says.*

*You may also need to take steps to ensure that all children / young people regardless of their gender have the opportunity to participate in lunchtime activities, school plays or school trips. You should also assess factors such as whether children / young people are able to participate in all aspects of school life and how well children are achieving socially and academically.*

*Include statements under each of the following headings, which demonstrate how you are already ensuring that gender equality is embedded in your school- i.e. highlight good practice.*

#### **3.1 Involvement of both Males & Females in Developing the Scheme**

- Pupils, staff, parents and governors have been involved in developing this Scheme. They have given their views through a questionnaire and these have been taken into account in our Gender Equality Action Plan.
- Pupils, staff, parents and governors have been involved in drawing up the Gender Equality Action Plan and will be involved in monitoring its progress and the annual review of the Gender Equality Scheme.

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

- Pupils are able to influence what happens to them and within school through their class council, School Council, Buddy Groups and Eco Committee as well as during PSHEC, SEAL and Circle Time.
- We encourage all our pupils, staff and parents/carers to participate in public life e.g. involvement in the development and monitoring of both the Gender Equality Action Plan and the Gender Equality Scheme

### **3.3 The Governing Body**

- Governing Body proceedings are accessible to both sexes e.g. times of meetings are varied
- We encourage both male and female parents/carers/community members to become governors and our Governing Body comprises virtually equal numbers of people of both sexes
- A notice board in school clearly shows how the governing body contributes to the life of the school
- The governing body consults with parents/carers through such things as the weekly newsletter, termly drop-in sessions and termly review meetings.

### **3.4 Removing Barriers**

- The barriers which we have identified that impact on one gender group more than another are those areas specified and addressed in the Gender Equality Action Plan.

### **3.5 Gender in the Curriculum, including teaching and learning**

- We develop positive attitudes in children and young people, challenge stereotypes and promoting positive role models wherever and whenever possible eg. choice of curriculum themes, visitors to school
- We challenge gender stereotyping e.g. boys join Cooking Club, girls play football
- Where and when appropriate particular groups/projects are established to support a particular gender e.g. boys with reading, girls with cricket.

### **3.6 Eliminating Harassment and Bullying**

- Our Behaviour and Anti-Bullying Policy, Disability Equality Scheme and Race Equality Policy detail how discrimination, bullying, harassment of all children and adults will be dealt with, regardless of gender.

### **3.7 School Facility Lettings**

The school buildings are used by the community and PTA.

- Events are accessible to both men and women e.g. timings of events
- There is adequate lighting at evening events

*, is there adequate security?*

### **3.8 Contractors & Procurement**

- Contractors are aware of gender issues, including harassment and bullying, particularly if in contact with pupils/staff
- Contractors promote gender equality

*Are contractors employing both men and women? Is there training available to contracted staff on gender equality awareness? Are they aware of gender issues, including harassment and bullying particularly if in contact with pupils/staff?, (consider re:- catering/school staff do they encourage gender stereotyping e.g. phrases such as “well boys are messy”, or “boys will be boys”, “girls are meant to be better behaved than boys” etc) do they promote gender equality?*

### **3.9 Information, Performance and Evidence**

*This falls into four broad areas:*

- *What information are you going to collect?*
- *How are you going to collect it?*
- *How are you going to analyse it?*
- *What are you going to do once you’ve analysed it?*

*Outline the arrangements the school has in place for gathering information about performance of the school on gender equality under the following headings- please add more if you think they are appropriate. How will you monitor and act on these?*

**a. Pupil Achievement** – *e.g. are boys underachieving in comparison to girls in your school? If so what systems have you in place to address this? If both girls and boys are achieving well in all subjects what is the reason behind your success?*

**b. Learning Opportunities** – *e.g. (primary) have you reviewed the curriculum to ensure that girls aspirations for future employment are as broad as possible, (secondary) have you reviewed your work placement scheme to ensure that both boys and girls are being given access to a wide range of placements? Do you work with agencies e.g. Connexions to map the career paths of girls?*

**c. Admissions, Transitions, Exclusions** – *e.g. does your monitoring data on pupil exclusions identify any patterns? Have you reviewed your exclusions policy to ensure it is being operated fairly and not biased towards one particular gender? i.e. is one particular gender group over-represented in your exclusion figures?*

*Have any particular groups/projects been established to support a particular gender during e.g. the transition from primary to secondary school.*

*When you impact assess your school applications policy does it show a gender imbalance in applications for a school place- what are your actions to address this? (if relevant)*

**d. Social Relationships** –e.g. *what does the school do to improve social relationships between boys and girls- can this be monitored?, how can you show improvements? Do you do anything to actively encourage boys and girls to respect each other as equals and to challenge sexist behaviours and language, which can potentially legitimise and encourage violence against women and girls.*

**e. Employing, promoting and training male and female staff-** *e.g. how representative are your staff of the school community? What does the monitoring of the promotion and training opportunities available to male in comparison to female staff tell you? Are you actively encouraging men into primary teaching/support staff roles or into childcare in general?- Has a need been identified ?*

*Also see the employment section of the Equal Opportunities Commission (EOC) website <http://www.eoc.org.uk/Default.aspx?page=15412>*

*Does your employment policy/practices support employees who are undergoing gender reassignment? e.g., do you have a system to support existing staff who intend to "transition" whilst at work? Have you thought about the issues this could raise?*

*Do you encourage job applications from the trans community and have you got policies and procedures that would put obstacles in the path of prospective employees who may want to work for you?*

### **3.10 Impact Assessment**

*Outline arrangements for assessing the impact of policies, procedures, functions and practices of the school on gender equality and improving these when necessary. How will you assess the impact of your new and existing policies on males and females- consider tokenism and omission*

*Methods could include feedback from boys and girls and also their parents/carers. Some outcomes may be obvious, such as the increase in participation of pupils of a particular gender in out of school activities. However, others may at first not appear noticeable.*

*Outline here how you have assessed and prioritised the impact, or likely impact, of all existing and new policies and practices on males and females. The school is likely to have a 'back catalogue' of existing policies, so you may want to develop a timetable for this process and publish it as part of this GES.*

### **3.11 Reviewing/Monitoring**

*Provide details of how the school is going to use the information gathered, in particular reviewing the effectiveness of its 3-year action plan and preparing the subsequent Scheme. Outline how it will self-evaluate the effectiveness of this Scheme.*

Describe how boys and girls/ men and women are being consulted in the production, setting targets and monitoring of this Scheme. What action is being taken and by when, how will the school know when it has achieved its objectives?

This Scheme must be reviewed and publicly commented upon each year and revised at least every three years. The suggestion is that you place it on the school website and alert stakeholders to its existence through the school newsletter e.g.

**Review Date** \_\_\_\_\_

**Senior Member of Staff Responsible** \_\_\_\_\_

The Scheme and action plan needs to be committed to by the highest level of authority you have- the Head Teacher & Chair of Governors. You may also want a member of staff with gender equalities expertise to take responsibility for the day-to-day implementation.

**Designated Member of Staff** \_\_\_\_\_

**Governor Responsible** \_\_\_\_\_

### Appendix 1 GES Action Plan

In the action plan outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for both men and women/boys and girls, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of those men and women/boys and girls consulted. The table below is an example of what this might look like.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities	There are more boys than girls participating in sport	Investigate the underlying causes of why the uptake of sport is higher among boys than girls.  Link with other schools in holding mixed gender sports festivals	Assessing whether there has been an increase in the take-up of sports among girls	Monitoring will take place monthly	PE Co-ordinator	April 2007	Sep. 2008
		Provide more equipment for lunch/break time activities which will encourage girls to take part		Analysis report to be produced termly.			
	Females out number males on the staff	Ensure that all adverts re. new positions are unbiased and promote gender equality	Adverts scrutinised by governors	As appropriate	Head teacher	April 2007	Ongoing

### Additional Notes

The GES can be published as part of another published document, such as an overall Equality and Diversity Policy, but the individual elements relating to the gender duty must be easily and clearly identifiable.

The Equal Opportunities Commission has prepared a **Code of Practice** on the Gender Equality Duty and this can be found at <http://www.eoc.org.uk/Default.aspx?page=19951>  
The EOC will be publishing further guidance on meeting the Gender Equality Duty in the coming months

The Women & Equality Unit have also produced some guidance on Promoting Gender Equality: [www.womenandequalityunit.gov.uk](http://www.womenandequalityunit.gov.uk)