

Netherthorpe Primary School

Draft Gender Equality Scheme (GES)

Background

The Equality Act 2006 places a statutory duty on all public authorities, including schools, to produce and publish a Gender Equality Scheme (GES).

This scheme will be monitored by the CEHR (Commission for Equality and Human Rights) from December 2007.

Aims

The whole purpose of the Gender Equality Duty is to eliminate unlawful discrimination and harassment; promote equality of opportunity between men and women; and therefore improve life chances for men and women.

Netherthorpe Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, irrespective 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 will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

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** <http://www.gender.org.uk>

1. School Strengths and Weaknesses

Identification of the school's strengths and weaknesses in promoting gender equality is ascertained through the following checklists for staff and governors:

1.1 Service Provision¹-

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement 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 school life? How is this shown through representation in school events including class assemblies, gifted and talented provision and the school council?
- Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender 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 of the pupils, staff and local community that they serve?

1.2 Employer duties-

The school as an employer needs to ensure that it eliminates discrimination and harassment in its employment practice and actively promotes gender equality within its 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?

Is bullying and harassment of staff monitored and is this information used to make a difference?

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

Netherthorpe Primary School buys into the LA Human Resources Services and follows its guidance on the above key employment and recruitment issues.
See also the school's Pay Policy, reviewed annually.

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

At Netherthorpe Primary School we will actively seek to:

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

2.2 The Specific Duty

At Netherthorpe Primary School we will:

- Consult teaching and non-teaching staff, pupils, parents, governors and local community groups to help determine our gender equality objectives (see checklists above).
- 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 share these with stakeholders
- 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.

Key actions for the school by the end of the summer term 2008 are as follows:-

1. Staff and governors to complete checklists to identify school strengths and weaknesses in meeting the Duty
2. Identify actions from the above, prioritising as appropriate
3. Working party to consult with other stakeholders and draw up action plan to address priorities over next three years –
4. Share current strengths with all stakeholders

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.

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

Include a statement here about how pupils, staff, parents and members of the community who may use school facilities (of both genders) have been involved in developing the Scheme. Give examples of how have you taken account of their views and made appropriate adjustments.

Also detail how you will involve both males and females in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan. School records need to show any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc. Action plans with definitive timescales are imperative as pupils and parents will need to know what will happen, how and when.

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

Identify the ways in which pupils are already able to influence what happens to them and within school. There should also be a statement here which clearly demonstrates how you are encouraging all pupils, staff and parents/carers to participate in public life. Involvement in the development and monitoring of both the Scheme and the action plan is a good example of this.

3.2 The Governing Body

- Both male and female parent and community members have been actively (and successful) recruited following vacancies over the past eighteen months.
- Simplified committee structure to minimise number of meetings required.
- All governors consulted over timing of meetings

Are governing body proceedings accessible to both men and women e.g. timing of meetings, workload expectations? Are there clear links between parents and the governing body?- How do you ensure people are aware of how the governing body contributes to the life of the school?, How does the governing body consult with parents/carers? Do you encourage both male and female parents/carers/community members to become governors? Is one particular gender group under-represented?

3.4 Removing Barriers

Have you identified any barriers: physical, curriculum, information/communication etc (perceived or real) which impact on one gender group more than another? What do you have in place to address these? e.g. Do you encourage both male and female parents/carers to parent's evening? Do you encourage dad's to come into school to experience the school learning environment/talk about where they work, their culture etc?

3.5 Gender in the Curriculum, including teaching and learning

- The P.S.H.E. curriculum develops positive attitudes in children and young people, challenges stereotypes, promotes positive role models and develops social relationships between boys and girls.
- Football teams and clubs are open to both boys and girls
- Netball Club includes both boys and girls
- Year 6 boys and girls attend Arsenal Doubles Booster Club
- Year 3 boys and girls take part in Barnet Dance Festival
- Year 5 boys and girls take part in Barnet Music Festival
- Boy and girl class representatives on School Council
- Lunchtime football area used by boys and girls
- Skipping workshops and playground skipping taken up by boys and girls
- Secondary School Art Project involves boys and girls
- Advanced Learning Centres – boys and girls recommended.

3.6 Eliminating Harassment and Bullying

- The school's Behaviour Code, including sanctions, applies fairly to all pupils, regardless of gender.

3.7 School Facility Lettings

- There are at present no lettings of school premises
 - All PA events are open to and well attended by both men and women
- Describe here, if appropriate, the use of the school building(s) by the community and PTA etc. Are events at the school accessible to both men and women- e.g. timings of events, childcare/crèche facilities etc? Is there adequate lighting in the car park/corridors at evening events? i.e. for reasons of personal safety, is there adequate security?*

3.8 Contractors & Procurement

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

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.

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 ?

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.

Reviewed by: Elizabeth Gray, March 2016

Next review: Mar 2019

Appendix 1 GES Action Plan

| 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 |
|--------------------|-----------------------|--------------------|---|---------------------------------------|--|------------|-----------------|
|--------------------|-----------------------|--------------------|---|---------------------------------------|--|------------|-----------------|

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|---|--|---|--|--|---|--|---|
| Gender in the Curriculum, including teaching and learning and pupil achievement. | To maximise the potential of all pupils, while ensuring that neither boys nor girls are disadvantaged by any actions or omissions within the school setting. | <ol style="list-style-type: none"> 1. Re-visit criteria for a good/better lesson – to include interesting, exciting learning opportunities; active learning; elements of competition and challenge; chunking/segmentation of lessons with a highly effective use of time. 2. Audit curriculum resources, including educational visits, for interest and purpose. 3. Ensure all pupils are allowed by parents to take part in educational visits/extra-curricular activities - schools to make follow-up phone calls to parents for permission as required. 4. Monitor attendance at parent consultations wrt parents of boys and girls. 5. Monitor more closely (from FS) performance/behaviour of summer-born boys. | <p>Lesson observations.</p> <p>Drop-in observations.</p> <p>Tracking of pupil progress.</p> <p>Scrutiny of children's work. Children's responses.</p> <p>Monitor lists of children taking part.</p> <p>HT and DH scrutinise</p> <p>Tracking pupil progress</p> | <p>Twice yearly.</p> <p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Ongoing</p> <p>Termly</p> <p>Half -termly</p> | <p>HT, DH</p> <p>TLRs, Subject Leaders</p> <p>Teachers</p> <p>All</p> | After action plan ratified, by summer term 2009. | To be reviewed in spring term 2010, with change of focus as identified. |

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| Developing a voice for all pupils, staff and parent/carers. | <p>To ensure that pupils are encouraged to influence what happens to them within the school.</p> <p>To encourage pupils to participate in school life and promote community cohesion.</p> | <ol style="list-style-type: none"> 1. Procedures for School Council elections and meetings established. 2. School Council agenda to include surveys of school visits/extra-curricular activities/equipment. | Minutes of meetings given to HT. | Termly | Healthy Schools Co-ordinator. | Already established.- Add to agenda | |
| | | <ol style="list-style-type: none"> 1. Parents/figures in the local community invited to classes and assemblies as appropriate e.g. to discuss their careers, interests, charity work. | Year-group planning. Termly assembly themes. | | | | |
| | | <ol style="list-style-type: none"> 2. All staff to challenge their own perceptions of stereotypical behaviour. | Discussions with staff | All staff | Spring term 2009 | | |