



# West Road Primary School

Title of Policy: ***Gender Equality Policy***

Date  
Reviewed:  
Spring 2016

Person Responsible:  
**HT/SLT**

Frequency of Review: 2 Year

# January 2013

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## **Mission Statement**

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At West Road Primary School, 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 West Road Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

# Check list for school staff and governors

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## Service Provision<sup>1</sup>-

- 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 such as class assemblies 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?
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## **Employer duties-**

As an employer you will need to ensure that you eliminate discrimination and harassment in your employment practice and actively promote gender equality within your 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

**It is a specific requirement of the duty that an equal pay policy is developed.**

# The Gender Equality Duty (GED)

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## What is it?

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.

The legislation outlines both a General Duty and Specific Duties.

## The General Duty

The General Duty requires that every public authority 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 men and women when carrying out their functions and activities

## The Specific Duties

In addition, public bodies 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 (GED)

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## 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. You will need to:

- 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

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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.

West Road Primary School has consulted/and with continue to consult/ with pupils, staff and service users in the development of our Gender Equality Scheme by:

E.g. Consultation with pupils / staff /parents to determine their priorities for the school with regards to gender equality over the next three years via:

- School Council
- Circle Time
- SEAL sessions
- Questionnaires
- Drop-in sessions

Here is a list of sample questions we may use:

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum and in school life in general?

## Making things happen

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In order to ensure that action is taken to meet the Gender Equality Duty, West Road Primary 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 may include the good practice examples below. The action plan may be adapted over the three years if and when issues may arise.

### Good practice examples

The following examples have been taken from guidance issued by the Equal Opportunities Commission and schemes already prepared in other Local Authorities, and provide good practice suggestions on how gender equality can be promoted in a school environment.

- The Fathers and Reading Project- this is a good example of a service that tries to create positive male role models for school children. It provides opportunities for fathers to get involved in their children's education, and specifically to help them with their reading. Games and activities are used as a way of recruiting fathers and their children and developing physical contact.
- The Girls into Sport Project- set up to try and address the reasons why some girls drop out of PE. There was particular emphasis on improving the health of young people through schools, and some of this improvement will be done by trying to increase the amount of physical education provided within schools. This example would link with the work we are doing towards the Healthy School's Award in school.

The following action plan outlines what will be achieved in the next year with regards to meeting the Gender Equality Duty.

| 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 & Evaluation |
|--|-----------------------|---|--|---------------------------------------|--|------------|------------------------------|
| <b>2015-2016</b>   |                       |   |  |                                       |  |            |                              |
| <b>Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities</b> | Gender Roles          | PSHE Scheme in place to develop this awareness form EYUFS | Deputy Head will be implementing and monitoring through out school | Termly                                | Deputy Head  | April 2016 | Continous                    |

| 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 & Evaluation   |
|--|---|--------------------|---|---------------------------------------|--|------------|--|
| Each child regardless of gender has opportunities to achieve | Is there a gender difference in achievement | Data analysis      | Head, Deputy Head and Class Teacher             | Termly                                | Head and Governors                                   | Termly     | Annually KS1 & KS2 assessments. Monitored to look at results – see if gender difference and why and look at what to alter constructively |





| 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 & Evaluation |
|--|--|---|---|---------------------------------------|--|------------|------------------------------|
| <b>2015-16</b>   |  |   |   |                                       |  |            |                              |
| <b>Each child regardless of gender has the opportunity to participate in sport in and out of school activities</b> | <b>Is there a gender difference in PE opportunities and extra-curricular clubs</b> | Audit of provision and gender participation | <b>PE / extra-curriculars subject Leader</b>    | <b>Termly</b>                         | PE subject leader and Deputy Head                    | April 2016 | July 2016                    |

## Monitoring and reporting

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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.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

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For further information, please contact: the Headteacher

This Scheme and Action Plan has been agreed by the Chair of Governors

Signed

Date

Reviewed: February 2016

Review: February 2018