



STOW ON THE WOLD PRIMARY SCHOOL Gender Equality Scheme

2017-2020

Inclusion Statement

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.

March 2017

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Mission Statement

At Stow-on-the-Wold 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 Stow-on-the-Wold 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

Service Provision

- 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?

School duties-

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our 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

Adults

- We will be pro-active in recruiting men to both teaching and support staff roles if they are the best person for the post..
- We will providing sufficient opportunities for both working mothers and fathers to have access to teaching staff with regard to their child's educational development. We will build on our existing practice by:
 - continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping.
 - taking action to challenge gender stereotyping as a key part of our whole school curriculum - including the gender equality duty - in the way we plan for school improvement.
 - investigating and addressing any complaints of sexual and sexist bullying, harassment and violence from staff.
 - reviewing recruitment procedures.
 - reviewing times teaching staff are available to parents.

Pupils

Under the Every Child Matters agenda, the issues for pupils are:

- **Be Healthy** - We will address any differing attitudes to sport and exercise by boys and girls.
- **Stay safe** – We will analyse any rare incidents of bullying and the ways boys and girls bully or are bullied, and address the outcomes.
- **Enjoy and Achieve** – We will track gender attainment and develop strategies to address any significant disparity.
- **Make a positive contribution** - Ensure both sexes actively participate in school and community life. Monitor take up for clubs and activities and address disparity.
- **Achieve economic well being** - By developing each child's full potential regardless of gender, we would expect every child to attain and achieve in future life.

The Gender Equality Duty (GED)

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 (DED)

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

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.

At Stow-on-the-Wold Primary School has consulted with pupils, staff, and service users in the development of our Gender Equality Scheme by:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Questions asked included:

- 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, with career advice, and in school life in general?

Making things happen

In order to ensure that action is taken to meet the Gender Equality Duty, **Stow-on-the-Wold 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 has been shaped in consultation with pupils, staff, parents, and all those that we provide a service to as outlined in the previous section.

The following action plan outlines what will be achieved in the next three years 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
2017-18							
<p>By the end of Year 1 (July 2017) we will have:</p> <ul style="list-style-type: none"> • identified the key gender equality issues in our school • publicised actively our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment. • ensured that incidents of sexist bullying and harassment continue to be reported and addressed. We will do this by: <ul style="list-style-type: none"> ○ using our staff and curriculum to encourage boys' writing ○ gathering relevant information and using it to inform gender equality actions ○ analysing pupil attainment data by gender ○ raising awareness of this scheme and its aims through parents' meetings, our newsletter, staff meetings and curriculum. 							
2018-19							
<p>By the end of Year 2 (July 2018) we will have</p> <ul style="list-style-type: none"> • assessed the impact of our policies that have a high relevance in prompting gender equality on our pupils, staff and governors. We will do this by: <ul style="list-style-type: none"> ○ gathering and using information on how our policies and practices affect gender equality in the work force and delivery of services ○ working to support developments in recruitment and retention of men in primary schools and early years settings. 							

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
2019-20							
<p>By the end of Year 3 (July 2013), we will have:</p> <ul style="list-style-type: none"> assessed the impact of those policies and practices that have not been assessed in Year 2. ensured that all stakeholders are supporting us in meeting the gender equality duty. We will do this by amending existing equal opportunities/diversity conditions to comply with gender equality duty. 							

Monitoring and reporting

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.

For further information, please contact: Mrs Rebecca Scutt Head

This Scheme and Action Plan has been agreed by the Chair of Governors March 2017

To be reviewed March 2020

Signed _____

Date _____