



Gender Equality Policy

for

**Canon Popham Church of England (VA)
Primary & Nursery School**

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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

Everyone Matters!

1. Introduction

At Canon Popham Church of England (VA) Primary & Nursery 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 Canon Popham CofE Primary and Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme outlines how we will promote the gender equality duty in our school and sets out our priority areas and action plan for the next 3 years

2. The Gender Equality Duty

The General Duty

We will actively seek 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 men and women when carrying out their functions and activities

The Specific Duty

To support progress in delivering the general duty, there is also a series of specific duties. Those specific duties include the following activities:

- 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)
- 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

- 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
- 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.

We recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

Our school recognises that our Gender Equality Scheme needs to provide a clear framework to help us identify objectives, and plan, deliver and evaluate. The following are key areas to tackle gender issues and ensure that we meet the duty.

3.1 Identifying Gender Equality Issues and Objectives

In order to identify and understand the major gender equality issues and objectives in our school we have gathered evidence on the profile of the school and relevant gender information.

- Include statistical information, consider: population, gender split for pupils and staff, comparisons of gender split in levels and roles, working patterns of male and female's staff. Compare this information to national statistics in the Gender Equality Guidance.

3.2 Equality Impact Assessments

To meet the duty it is essential that gender impact assessments are undertaken and published for all new or changed policies. The Equality of Opportunity Commission (EOC) guidance suggests the policies which school should impact assess include those relating to:

- Curriculum
- Uniform
- Bullying
- Every Child Matters objectives
- National Healthy School Status
- Admissions
- Discipline
- Sports
- Careers / work experience

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

3.3 Eliminating Harassment and Bullying

Please refer to the school's Anti-Bullying policy, which is clear in how discrimination, bullying, harassment of all children, young people and adults will be dealt with, regardless of gender.

3.4 Information, Performance and Evidence

We collect information on the following areas, considering how the school's policies, the curriculum, the school's pastoral care systems, PSHCE curriculum, citizenship classes, assemblies etc take account of the different needs and preferences of boys and girls. We collect the data from formal and informal assessments of the pupils' work, through observation of teaching and learning both in and out of the classroom, through dialogue with both pupils and parents and through discussions with staff members.

Be Healthy

- Sport and exercise is fully supported in the curriculum, at playtime, lunchtimes and in extra-curricular - attitudes to, participation in, range on offer addresses the needs and preferences of girls and boys and to discourage stereotypical views.
- Nutrition – healthy eating is actively encouraged for all children regardless of gender. Teaching takes into account and supports the different relationship with food that boys and girls may have.
- Sexual health is considered within the context of understanding and forming positive relationships.
- Teaching takes into account the different reasons why boys/girls may consider smoking, drinking alcohol or taking drugs.
- Anti-bullying strategies; emotional health and self-esteem - steps are in place to ensure all children feel valued and their strengths acknowledged, regardless of gender. Put-downs are always challenged by staff.

Stay Safe

- Bullying: Sexual and sexist behaviours are always challenged and taken seriously. See our Anti-bullying policy
- Discrimination: Our equality and inclusion policies outline how this is addressed within school
- Violence
- Sexual exploitation: All areas of staying safe and issues that arise from this are discussed as part of our PSHCE teaching, in both explicit and implicit ways

Enjoy and Achieve

- If there is a gender imbalance in applications for a school place the governing body will investigate the reasons for this, and address the issue if necessary
- Attainment (in different subjects and by different groups of boys and girls) is carefully monitored three times per year and discussions take place within the Leadership Team to ensure appropriate action is taken.

- Gender stereotyping in the curriculum and the connected resources is regularly monitored.
- Particular groups/projects established to support a particular gender are monitored carefully.
- If there are gender differences showing through in vulnerable groups, intervention strategies will be put in place to redress the balance, with the support of the LA where necessary.

Make a Positive Contribution

- We actively resist sexist stereotyping, sexist and sexual forms of harassment, attitudes towards gender-based violence amongst children and emphasis is on youngsters being helped to develop positive relationships and choose not to bully and discriminate.
- The school promotes positive social relationships between boys and girls and encourages 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.

Achieve Economic Wellbeing

- We work positively in school, through the curriculum and in extra-curricular activities to widen choices for both genders, and to raise expectations so that youngsters are more informed about the consequences of their choices.

Employment

As a school we explore where we feel there may be gender issues. If there is a need to investigate further, we use our existing methods for consultation, involving stakeholders, and consider how these can be developed or adapted to meet the specific requirements under this section. We consult regularly with staff through questionnaires (bi-annually) and annual appraisal (support staff)/performance management (teacher) interviews. There are also regular opportunities in staff meetings for issues to be discussed.

We consider the following when looking at our employment policies:

- We are aware of how representative our staff is of the school community.
- If there is a gender imbalance within certain roles or levels in your school we investigate the reasons for this and discuss, as a governing body, whether we can redress any imbalances.
- We actively encourage men into primary teaching/support staff roles.
- Promotion and training opportunities available to male in comparison to female are equal.
- There are no equal pay issues, and we always seek advice from HR upon promotion or recruitment issues.
- We have a clear policy for preventing sexual harassment of staff. We actively promote the bullying and harassment policy and the reporting of discriminatory incidents form.
- There is a positive working culture for pregnant staff and those with family responsibilities.

The EOC has produced guidance on how public authorities can implement the gender duty in their employment functions and guidance on implementing the gender duty in employment for transsexual staff.

You can find more information at <http://www.eoc.org.uk>

3.5 The Governing Body

- Governing Body proceedings are accessible to both men and women e.g. timing of meetings, workload expectations etc.
- There are clear links between parents and the Governing Body.
- We ensure people are aware of how the Governing Body contributes to the life of the school, through their attendance at school to support teaching and learning, their attendance at functions, contributions to extra-curricular activities and a regular spot in the school newsletter.
- The governing body consults with parents/carers via the school web-site, the school newsletter and through questionnaires in association with the school.
- We encourage both male and female parents/carers/community members to become Governors.

3.6 Parents/Carers

- We encourage both male and female parents/carers to parents' evening.
- The timings and facilities available take into account any potential barriers to attendance.
- Pupils and parents/carers are included in review meetings, transition planning, etc.

3.7 School Facility Lettings

- As far as possible we try to make events at the school accessible to both men and women - e.g. timings of events, childcare/crèche facilities etc.
- There is there adequate lighting in the car park/corridors at evening events.
- For reasons of personal safety there is adequate security.

3.8 Contractors & Procurement

When we procure goods or services from external suppliers we consider whether the procurement could affect our duty to eliminate discrimination and harassment and promote equality of opportunity between girls and boys, men and women. Our contracts include conditions requiring our contractors to comply with the Sex Discrimination Act and the Equal Pay Act, and to secure similar compliance by any sub-contractors.

4. Consultation; Publishing; Staff, Pupils and Parent Development

This policy has been drawn up in consultation with Governors, staff, pupils, parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality.

Copies of this policy are available in the office and on our website.

A brief summary of the main points of the policy is made available in age-appropriate ways to our pupils. A summary is printed occasionally in our newsletter, and is available in the home languages of our major ethnic groups.

5. Reviewing/Monitoring

We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.