

Gender Equality Scheme

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

The school will promote gender equality by carrying out the general duties of:

- Eliminating unlawful discrimination and harassment and taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act;
- Taking active steps to promote equality of opportunity between men and women when carrying out their functions and activities.

In addition to this, the school will not discriminate on the grounds of sexual orientation.

The school will carry out the Specific Duties of:

- publishing a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- consulting with employees and stakeholders in the development of the GES
- monitoring and reviewing its progress and reviewing it every three years
- publishing an annual report on the progress of the Action Plan
- monitoring the implementation of all legislation and major policy developments related to gender equality and report on their impact

The Gender Equality Scheme will be in addition to the School Pay Policy that includes equal pay and measures to address promotion and personal development.

The Gender Equality Duty (GED)

In carrying out the GED the school will assess the impact of all policy developments and practices to ensure that they do not discriminate against either sex or maintain or lead to gender inequality.

In complying with the Gender Equality Duty the school will monitor the following to ensure there is any adverse effect on children or staff:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

Involvement and consultation

The school will consult with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

- organising meetings and focus groups, feedback slips, questionnaires, formal and informal discussions with pupils, parents/carers and staff. (See Appendix 1 for sample questions.)

How we will assess the impact of our scheme and Action Plan?

The scheme will be reviewed as part of an ongoing cycle by the Governing Body. The Action Plan will be monitored by the Leadership team and revised every 3 years. The impact of actions will be reviewed as part of the monitoring and evaluation process in the Action Plan and corrective measures put in place, if required.

Our Gender Equality Action Plan ensures that we fulfill our general and specific duties under the Gender Equality Duty. The priorities for the Action Plan are based on the collection of views as well as an audit of existing practice.

Reporting

We will report annually to Governors and other stakeholders about the progress we are making on promoting equality of opportunity, as well as the impact of the actions. (See Appendix 2 for a checklist for Governors). This will include information gathered through the year and how it has been used. We will ensure that all relevant stakeholders are involved in the process.

Links to other policies

Equal Opportunities Policy
Teaching and Learning Policy
Recruitment Policy
Pay Policy
Behaviour Policy

Agreed Chair of Governors _____

Date _____

Appendix 1

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 both parents 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?

Appendix 2

Check list for school staff and governors

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 classroom 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?

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?

