

# Our Lady and St Edward Academy

## Gender Equality Policy

### 1. School Ethos, Vision & Values

This school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

Related Policies – Equal Opportunities Policy, Race Equality Policy

#### 1.1 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. (<http://www.gender.org.uk>)

#### 1.2 School's Strategic Priorities

The school aims to maximise the performance of both girls and boys and to provide equal opportunities, in all areas. Systematic data analysis allows the school to check for success in this area and to put in place measures to address any identified needs.

#### 1.3 Current Measures

- Data analysis identifies trends in pupil performance
- The School Improvement Plan addresses underperformance of any groups
- The School Admission Policy ensures equity for applicants of either gender
- All after school provision is open to either gender
- The wide and varied curriculum provision caters for all children and a range of learning styles
- Staff vacancies are open to all and applications are assessed with regard to the job specification only.
- Positive role models of both genders are provided through staffing, extra-curricular providers and visitors to the school
- The Governing Body is open to, and representative of, both genders.

### 2. The Duties

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies, including schools.

#### 2.1 The General Duty

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We will actively seek to:

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

### 2.2 The Specific Duty

We will:

- Consult the school community with regard to gender equality
- Gather and use information on how our school policies and practices affect gender equality
- Produce a gender equality policy
- Where actions are identified, set a timetable for implementation and monitor and review the progress made
- Assess the impact of the policy on practice
- Review and revise this scheme every 3 years

### 3. How we will meet the General Duty & the Specific Duty

Gender equality is integrated into all aspects of school life:

- Girls and boys are given equal access to all aspects of school life – curriculum, after school activities, extra-curricular provision, jobs and roles within school. The discipline and reward systems are the same for boys and girls.
- Through our policies for Religious Education and Personal & Social Education, we challenge stereotypes and encourage respect for one another.
- The timing of school activities is designed to facilitate the engagement of both parents – parents' evenings stretch from late afternoon to early evening to cater for working parents, school plays have an afternoon and evening performance, the dates of special events are published well in advance to allow time to be booked off from work, the web site facilitates the involvement of parents unable to get to school.
- The Governing Body operates in a way that facilitates inclusion of both genders. Full Governing Body Meetings take place in the evening and committee meeting times vary to suit the members. All parents are encouraged to put themselves forward as parent governors.
- Where staff vacancies occur, applications are invited from all members of the community. Gender plays no part in the short listing and interview process. Promotion and pay progression is dependent solely upon performance. All staff members have a right to professional development.

### 4 Action Plan

1. Monitor data for underperformance of any group. Where this is evident, include measures in the school improvement plan to address this

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2. Consult with the children to assess whether they perceive a gender bias in any aspect of school life. Include any areas identified in the School Improvement Plan.
3. Consult with parents with regard to the published policy and to find out if there are any aspects of school life which they feel discriminate on the grounds of gender. Include proposals for action in the School Improvement Plan.
4. Report on the progress of initiatives to the pupils and parents.

Dated Jan 2018