



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

GENDER EQUALITY SCHEME

January 2011

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Mission Statement

The Koinonia Federation is 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 the Koinonia Federation, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The above is outlined in our school mission statement:

Koinonia Federation aims to

- Create a caring, stimulating, happy environment where adults and children are safe and secure, valued as individuals and are encouraged to meet new experiences with confidence.
- Foster and nurture the Christian faith and ethos of the Church of England within the school by example, teaching and close links with the Christian community.
- Enable children and adults to develop spiritually, socially, intellectually and emotionally.
- Provide a broad and balanced curriculum, which will equip pupils with the skills and knowledge needed for 21st century life.
- Constantly strive to raise our standards of teaching, learning and attainment, even when they are already deemed good.
- Recognise the individual needs of the children and match those needs, enabling every child to realise their full potential.
- Develop in the children a responsible moral attitude as members of a community, respecting the needs of others.
- To develop a partnership between the home, the school, the church and the wider community recognising the contributions, which they play in the development of every child.
- Promote a healthy lifestyle through the curriculum and providing opportunities to eat healthily and exercise regularly.

Check list for school staff and governors

Service Provision¹-

- 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?

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?

¹ The first 5 of these checks will not apply to the pupil aspect of single-sex schools, however the GED still needs to be considered in relation to parents and employees.

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)

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.

St. Mary Magdalene CE Primary School has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

- Consultation with pupils through school council
- Consultation with staff / trade unions/parents to determine their priorities for the school with regards to gender equality over the next three years via:
 - Focus groups
 - Questionnaires
 - Feedback slips

Examples of questions we will use to obtain the views of pupils, staff, governors and parents...

- 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, St. Mary Magdalene CE Primary 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, trade unions, parents, and all those that we provide a service to as outlined in the previous section, and may include the good practice examples below.

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