

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which includes sex, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 and places a duty on us to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The duty applies to all members of the school community, including pupils, teaching staff, support staff, parents, governors, visitors to school and students on placement, between men and women, girls and boys. It means that, as a school, we must develop policies and curriculum, taking into account the different needs of girls and boys, and employment practices which keep in mind the needs of both men and women.

This scheme reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussion within a working party made up of representatives of teaching and non-teaching staff, parents, governors and pupil representatives and makes up part of the school's Equal Opportunities Policy. The school takes full account of government policy on gender equality and the Gender Equality Scheme within the local authority and ensures all policies and practices in the school are consistent with these as well as with legislative requirements.

The purpose and direction of the school's plan: vision and values

The school aims:

- to eliminate gender inequality, sexism and homophobia
- to include, value and respect all learners, parents/carers, staff, students and visitors regardless of gender, gender expression or sexual orientation.

In order to fulfil this vision we aim to:

- seek the views of a diverse range of people who make up the school community;
- ensure that pupils' qualities, interests and behaviours are not rigidly defined by gender;
- encourage all staff to understand, share and commit to the school's aims, values and actions relating to gender equality;
- ensure that both male and female staff feel valued, consulted and supported;
- encourage both male and female parents and carers to be involved in the work of the school and give them opportunities to contribute to their children's learning and progress and to gender equality initiatives, and
- encourage members of the local community to contribute to the development, delivery and evaluation of the school's gender equality initiatives.

Through our broad curriculum we aim to:

- ensure that all learners, whatever their gender expression, are included, valued and respected so that they become confident individuals;
- develop knowledge and understanding of sexism and gender inequality;
- through Circle Time and School Council, support and encourage pupils to: reflect on their own and others' experiences of gender inequality;

consider how gender inequalities might be addressed within the school and the wider community and contribute to the development, delivery and evaluation of the school's gender equality initiatives;

- develop skills and capacity to challenge discrimination against themselves and others;
- offer opportunities for pupils to take action where they see discrimination;
- ensure that ongoing curriculum development takes into account principles of 'Equality and Fairness';
- use a range of teaching strategies which does not entrench any student or group of students in one learning style, but enables all to become familiar and confident with different modes of learning;
- take care that the interests of children are not narrowly defined or interpreted;
- equally celebrate the achievements of both boys and girls;
- counter peer pressure related to gender;
- ensure that children living with gay, lesbian or transgender parents/carers or relatives see their families valued and respected by the school;
- only adopt strategies such as single-sex grouping and boy-girl seating on occasion and where the pros and cons have been fully considered;
- have expectations of behaviour from both boys and girls;
- use praise and sanctions consistently and fairly with both girls and boys;
- encourage girls and boys equally to take responsibilities in classrooms and across the school and
- offer extra-curricular activities which are open to both girls and boys and within which a good gender mix is actively encouraged.

Parents

We aim to support parents by:

- avoiding assumptions in communications with parents/carers;
- considering the concerns of single and separated parents/carers when planning consultation, information and social sessions for parents/carers;
- ensuring that relationships and communications with separated parents is sensitively dealt with in the best interests of the child and
- ensuring that safeguarding protocols are implemented without discrimination on grounds of gender.

Monitoring

Staff, parents, carers, children and young people will all participate in the evaluation of gender equality work in the school. Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused: SATs results; participation in extra-curricular activities; exclusions and truancy; continuous assessment of children's learning; sexist incidents; results from screening for specific learning needs and attendance.

The Headteacher and the Assistant Headteacher responsible for Inclusion will:

- ensure such monitoring takes place;
- clearly identify strengths and areas for improvement;
- ensure good practice is shared and
- report annually to governors on the actions the school has taken or intends to take to meet the Gender Equality Duty.

Other Related School Policies

This policy is an integral part of the school's **Equal Opportunities Policy**. Gender equality is included as an explicit aim in all of the school's policies.