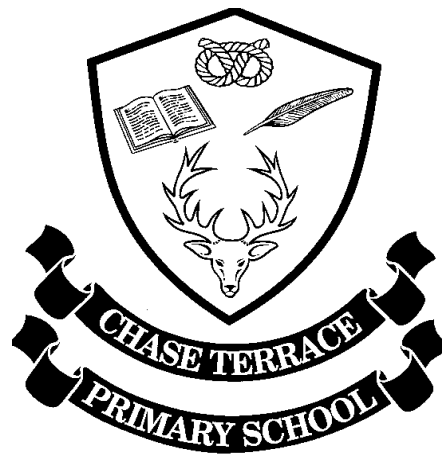


Chase Terrace Primary School

Gender Equality Policy 2020-2023



Together we Learn
Together we Aspire
Together we Succeed

1.0 Foreword

At Chase Terrace Primary, 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 Chase Terrace Primary 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.

2.0 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:

- Develop an equality objective (refer to our Single Equality Policy) and assess the impact of our actions using Appendix A.
- 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)
- 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 in the single equality policy
- Review and revise this scheme every three years

3.0 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 analyse evidence about the profile of the school and relevant gender information. See current internal data and OFSTED data dashboard.

See Single Equality Policy for current objective.

3.2 Equality Impact Assessments

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

The school's Anti-bullying Policy and Race Equality Policy give clear guidance on how these matters should be dealt with.

3.4 Information, Performance and Evidence

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.
- The school's assessment and tracking procedures include regular monitoring and tracking of gender related pupil progress, which feeds into future planning.

The school's policies take account of the following requirements

a. Behaviour and Safety

- a. Bullying
- b. Discrimination
- c. Violence

b. Pupil Achievement, including those with disabilities and special needs

- Attainment - in different subjects and by different groups of boys and girls
- Gender stereotyping in the curriculum
- Emphasis is on children being helped to develop positive relationships and choose not to bully and discriminate.

3.5 The Governing Body

- Governing body proceedings are accessible to both men and women.
- Ensure clear links between parents and the governing body.
- The governing body contributes to the life of the school.
- The governing body consults with parents/carers.
- Both male and female parents/carers/community members are encouraged to become governors
- Gender groups are represented

3.6 School Facility Lettings

See Lettings Policy

3.7 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. We have also drawn up earlier consultations.

Copies of this policy are available on request from the school office.

3.8 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.

Senior Member of Staff Responsible: Headteacher

Adopted by the Governing body: March 2010

Reviewed: October 2020

Next Review date: October 2023

Appendix A

Impact assessment guidance

- Do we help all of our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- How do we deal with pupil attainment differences between male and female pupils? Do our aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be under achieving and who may need extra support?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?

What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys

We will use the results of these assessments to:

- Re-think our equality aims, targets and strategies
- Influence and guide our planning and decision making

Further guidance is available at www.intra.staffordshire.gov.uk/equality/needs/toolkit where you will find a toolkit and guidance document.