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# Charters School

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## Gender Equality Scheme

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Updated March 2011

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# Gender Equality Scheme

Approved on 01.03.2011 Minute number 093/11 & 140/11

Review Date September 2014  
(Action Plan September 2011)

Recommended

Clerk to Governors to indicate where information is to be displayed

Website ✓ First Class ✓ Folder ✓

Approved by Finance and Staffing committee  
Action Plan – Curriculum Committee

# Gender Equality Scheme 2010 -2014

*(This is not a statutory policy but all schools are required to provide a Gender Equality Scheme per P164 of A Guide to the Law for School Governors 2009)*

## **Introduction**

At Charters 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 is monitored on the basis of gender and other relevant factors and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that 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 statutory duties as an employer. At Charters School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Check list for school staff and governors**

- Is information collected on gender with regard 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 and the school council?
- Are pupils of both sexes given the same opportunities to participate in all activities 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 gender issues considered when selecting the topics for teaching and learning?
- Are gender issues considered when acquiring resources?
- Are gender issues considered when making changes to the class and wider environment?
- Are pupils encouraged to consider all career paths/occupations?
- Is the school environment as accessible and welcoming as possible to visitors of both sexes eg accessible to pushchairs? Are open evenings and other events that parents and carers attend held in an accessible part of the school?

- Are parents of both sexes encouraged to participate in their child's education eg attending parents evening and taking up parent/family learning courses.
- Are governing bodies representative of the pupils, staff and local community that they serve?

### **Employer Duties**

- 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?
- Are gender aspects considered when managing flexible working?
- Are gender aspects considered when managing pregnancy and return from maternity leave?
- Are gender aspects considered when managing grievance and disciplinary procedures?
- Are gender aspects considered when managing work based training opportunities?

### **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

### **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 the Governors and SLT should analyse each policy or practice introduced to promote gender equality and eliminate discrimination.

### **Consultation**

The school consulted with all its stakeholders in December 2009 in order to establish the areas of focus for the Action Plan produced to meet the Gender Equality Duty (GED)

### **Action Plan**

Charters School has drawn up an Action Plan following consultation with all stakeholders in December 2009, to identify the areas of focus needed to meet the Gender Equality Duty.

In doing so, we acknowledge there are issues to be addressed that by their very nature, mean we are not applying gender equality. Actions may deliberately focus resources towards a particular area of underperformance for a specified gender.

<b>Issue Being Addressed</b>	<b>Evidence Source</b>	<b>Action to be taken</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Completion Date</b>
<p><b>Attainment and Standards</b></p> <p>There is still less value added progress at KS3 and KS4 made by Level 4 girls in comparison to the rest of the school</p>	<ul style="list-style-type: none"> <li>• Raise on-line 2010</li> <li>• KS4 2010 SPAR Gender Report</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous development of personalised curriculum</li> <li>• Mentoring and support programme implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Examination reports</li> <li>• SLT review of progress reports</li> </ul>	MP/RP	September 2010	September 2011
<p><b>Behaviour Management</b></p> <p>The vast majority of internal suspensions and fixed term exclusions are male pupils in Years 9-11</p>	<ul style="list-style-type: none"> <li>• Regular analysis via SIMS exclusions report provided for Full Governor Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring and support programme implemented</li> <li>• Introducing new DHOYs scheme</li> <li>• Re-launch of Behaviour Points system</li> </ul>	<ul style="list-style-type: none"> <li>• Governors' analysis of fixed term exclusions</li> <li>• SLT termly review of behaviour points</li> </ul>	MP/RP	September 2010	July 2011