

Edward the Elder Primary School

Gender Equality Policy

Date: April 2010

Review Date: April 2012

Edward the Elder Primary School - Gender Equality Scheme

Vision and Values

The Equality Act 2006 places on all school a duty to promote gender equality and eliminate discrimination and harassment on the grounds of gender. Edward the Elder Primary School's commitment to gender equality is rooted in our ethos of promoting equalities and valuing the individuality of every child in our school. This includes a determination to challenge all forms of discrimination.

School context

At Edward the Elder Primary School we are committed to giving our children every opportunity to fulfil their potential in order that they are able to take their place as active, positive members of the community. This includes recognising, where appropriate the different needs of girls, boys, men and women, and ensuring that they are addressed. Within this ethos of success we do not tolerate bullying or harassment of any kind, including sexual harassment and homophobic bullying.

As a one form entry school, some classes have an unequal proportion of girls and boys. The workforce is mainly female. Within this context, we aim to give careful consideration to how we promote gender equality and cater for different groups within each class and within the staff.

Within the context of Wolverhampton the teenage pregnancy is a key issue.

Other school policies

The Gender Equality Scheme fits in with the school's core values and ethos, and with other school policies. A lot of policies potentially impact on areas relating to gender, for example: Anti Bullying Policy, Behaviour Policy, PSHCE Policy and Sex and Relationships Education Policy.

As school policies are revised and updated, or introduced, gender equality considerations will be taken into account.

Aims of the Scheme

Edward the Elder Primary School seeks to promote gender equality in all aspects of its work, including

- Teaching and learning
- Policy development
- School ethos
- Partnerships with parents, carers and the community
- Curriculum

The school also aims to promote gender equality and eliminate sex discrimination in its role as an employer, including

- Recruitment, retention and promotion
- Training and career advancement
- Equal pay
- Challenging sexual harassment and homophobia

Key Responsibilities

The governing body is responsible for:

- Ensuring the Scheme is implemented

The headteacher is responsible for:

- Implementing the Scheme
- Ensuring (teaching and auxiliary) staff have access to appropriate training on gender equality and raising boys' achievement
- Identifying a member of SMT to lead on gender equality

The person with responsibility for gender equality will consult stakeholders through for example:

- Communicating widely e.g. through staff meetings, newsletters, assemblies, school planners, and ensuring that any new or revised policies takes gender equality into account at the planning stage
- Working with Key Stage and Foundation Stage teams focusing on at least one strategy which will address the aims of the school's Gender Equality Scheme

Teachers are expected to:

- Have high expectations of both genders in terms of behaviour, standards of work and presentation
- Avoid gender bias in, for example:
 - Allocation of groups for practical activities and rotas for classroom duties
 - Teacher-pupil and pupil-pupil interaction
- Promote gender equality in the classroom, for example by:
 - Consideration of size and composition of groups according to task, including mixed or single sex groups within subject areas for a specific reason
 - Positively involving quiet and under-confident girls and boys
 - Involving pupils in discussions about gender
 - Challenging stereotypes and promoting positive gender images
- Use a flexible range of teaching and learning styles, to raise achievement of both genders, taking on board what is known about the key features that raise boys' achievement

Teaching and learning

We encourage a flexible range of teaching and learning styles, including those that are known to be key features of raising boys' achievement, such as:

- Providing a range of activities in each lesson
- Making it clear that work is relevant, have a clear purpose and real audience
- Ensuring there is good pace, and an element of competition or challenge is included
- Encouraging pupils to discuss work together
- Encouraging risk-taking is
- Giving regular positive feedback
- Providing time for reflection and review at the end of the lesson

Curriculum

Gender equality will be promoted through the curriculum, for example:

- Highlighting bias found in books could be for discussion with children and young people
- Work on combating stereotypical views, using drama to counter gender stereotypes, and providing both sexes with opportunities to empathise with problems the other may face
- Incorporating into the curriculum positive role models demonstrating the achievements of men and women in non stereotypical contexts.

Curriculum planning and resourcing will take account of gender equality, for example:

- Resources, especially older books, will be checked for gender bias
- Learning outcomes being clear and shared with pupils
- Work with Connexions, employers and training providers to improve access to information about the full range of opportunities, identify barriers for both genders in accessing non-traditional placements, and take steps to overcome these

School ethos

The school culture and environment will promote gender equality through a range of strategies:

- Promoting a culture of caring masculinity through assemblies, PHSE and circle time. Pupils will be encouraged to reject violence and aggression and openly express feelings without fear of embarrassment.'
- Using assemblies to help celebrate achievements, raise issues of gender equality and challenge anti-swot culture
- Using posters and displays to promote gender equality

The school culture and environment will challenge sexual harassment and homophobia through such strategies as:

- Introducing a gender incident book to monitor sexist language and behaviour
- Tackling issues of sexism and homophobia through assemblies, PHSE and tutorial time

Gender will be considered in assessment, recording and reporting of pupils' achievements through:

- Setting challenging but achievable short term targets
- Where a gender gap is identified in an area through Assessment for Learning (AFL), targets and action plans will be developed to address this
- Celebrating wide ranging achievements of all members of the school community.

Partnership with parents and carers

The school's Gender Equality Scheme will be shared with parents and carers, who can support the school in a range of ways, such as:

- Mentoring their children and supporting the school's values, including working with other members of other agencies to which they have been referred.

- Male and female parents and carers should both be encouraged to participate in the school and after-school activities.
- Specific issues, such as improving organisational skills of boys and how these could be supported at home are addressed on individual basis at parents meetings

Action plan 2010 - 2012

Action	Timescale	Lead Person
Gather information on gender equality impact as part of the review of the School's Equalities Policies and use to develop an all inclusive Equalities Policy which encompasses Race, Gender and Disability	By April 2012	HT
Work with School Nurses and Healthy Schools Team on SRE project, involving boys and girls, relating to teenage pregnancy in Wolverhampton	10 - 12	SF
School focus on raising achievement of boys by promoting a culture of caring masculinity through: PSHE lessons Circle Time Introduction of Peer Mentoring Scheme Involvement in School Sport Partnership Programme Development of Discipline Policy	10 - 12	CG
School focus on raising achievement of boys in Writing by: Incorporating into the curriculum positive role models Learning outcomes being clear and shared with pupils Providing a range of activities in each lesson Making it clear that work is relevant, have a clear purpose and real audience Ensuring there is good pace, and an element of competition or challenge is included Encouraging pupils to discuss work together Giving regular positive feedback Reviewing curriculum maps for Literacy Selection of resources which appeal to boys Introduction of Big Write	10 - 11	NS