

Gender Equality Scheme.



Reviewed: September 2017

Ratified by the Governing Body: 11th October 2017

To be reviewed: Annually

Gender Equality Scheme

1.0 Mission Statement

- 1.1 At Kenmore Park Infant & Nursery 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 (**Article 1 of UNCRC: Everyone under 18 has these rights**). 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 (**Article 28: All children have the right to a good quality education**).

We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2.0 Service Provision

- 2.1 The school will:

- Collect and record data on gender with regards to pupils and staff and use it to improve the provision of services
- Monitor pupil achievement by gender to analyse and respond to trends or patterns in the data that may require additional action.
- Encourage pupils of both sexes to participate in school life. This will be shown through representation in school in playground buddies, school council, class responsibilities and general responsibilities
- Encourage pupils of both sexes given the same opportunities to participate in physical activity, in and outside of school hours
- Monitor bullying and harassment of pupils and use this information to make a difference.
- Challenge stereotypes in terms of gender actively in the classroom environment and in the playground
- Encourage pupils to consider career paths/occupations that are traditionally gender stereotyped.
- Ensure that the school environment is accessible and welcoming as possible to visitors of both sexes. Ensure that open evenings and other events, which parents or carers attend held in an accessible part of the school or offer the use of the lift to parents or carers who may need to do so
- Encourage parents of both sexes to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and other school events.
- Strive to ensure that the governing body is representative of the pupils, staff and local community that we serve.

3.0 Employer duties

3.1 The Equal Opportunities Commission 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
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave

3.2 The school will:

- Ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce
- Consider gender aspects when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination
- Monitor and keep record of bullying and harassment of staff and use this information to make a difference.

4.0 The Gender Equality Duty (GED)

4.1 Equality Impact Assessment

4.1.1 The school will ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality. **(UNCRC Article 2: Rights whatever their ethnicity, gender, religion, abilities...)**

4.1.2 The school will publish its assessment of the impact on gender equality issues of all policy developments and the method for conducting such assessments.

4.1.3 We will:

- 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



5.0 The Monitoring and Evaluation Process

- 5.1 Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.
- 5.2 To meet the Gender Equality Duty, the school will monitor aspects of school life to identify whether there is an adverse impact on children and young people.
- 5.3 The following will be monitored:
- Achievement of pupils by gender
 - Staff satisfaction levels by gender
 - Distribution of staff pay scales by gender

6.0 Consultation

- 6.1 The school has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:
- 6.1.1 Consultation with pupils / 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
 - Drop-in sessions

7.0 Implementation

- 7.1 In order to ensure that action is taken to meet the Gender Equality Duty, Kenmore Park Infant & Nursery School 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.

(Article 36: You have the right to protection from any kind of exploitation (being taken advantage of).

8.0 Monitoring and reporting on the impact of the Gender Equality Scheme

- 8.1 The school will monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.
- 8.2 The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.



8.3 An annual update will be produced which outlines the progress of the Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

For further information, please contact: R. K. Mahil-Pooni

This Scheme and Action Plan has been agreed by the Chair of Governors

Signed:- R. K. Mahil-Pooni

Date :- Summer 2017

Approved/ratified by the Governing Body:- 11th October 2017

To be reviewed annually



Gender Equality Action Plan.

Objective	Desired outcome	Specific Action to be taken	Individual or Group responsible	Performance measure
Promote Equality on the basis of gender	Ensure that boys and girls attain to their potential	Data collected on gender attainment. Data analysed.	SLT	Data collected annually to identify issues of under-attainment in groups.
Tackle gender discrimination	Recruitment of staff improves gender balance	Efforts made to recruit more male members of staff.	Governors and leadership team.	Recruitment of quality staff irrespective of gender
Tackle gender discrimination	Eliminate gender bullying	Training for staff and awareness – raising for the children	SLT and all staff	Incidents of gender bullying minimal
Ensure that all children have access to all activities	Boys and girls are all eligible to take part in games & clubs	Number of boys and girls attending games and clubs monitored.	SLT and all staff	Boys and girls take part in all activities including those which are more traditionally for the other sex.