

The Hayfield School Policy Statement: GENDER EQUALITY DUTY

Reviewed: March 2007

Preamble

The Hayfield School is committed to seeking to ensure equality of education and opportunity for staff, students, and all receiving services from the school irrespective of gender. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the relevant legislation and the Equality Act 2006. The Act requires public bodies to be proactive and to promote gender equality with their service delivery and employment, and to produce a Gender Equality Scheme (GES) to identify Gender Equality goals and action needed to meet these goals (i.e. an action plan) in tandem with Equal Pay Legislation.

In terms of schools this involves monitoring and consulting on:-

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales
- Gender issues which may be inherent in new or existing school policies
- Equality in terms of sexual orientation, transsexual status (as well as in terms of race, disability, religion or belief, and age)

School Policy and Action in Respect to Students

- All areas of the curriculum at KS3, 4 and 5 are accessible by all pupils irrespective of gender:
 - We monitor gender breakdown of teaching groups and seek to ensure pupils do not view a subject as gender related
 - In recruiting teaching staff we seek the best candidate irrespective of gender and seek to have teacher role models who are male and female within a curriculum area.
- Our Pastoral care provision via Year Tutors, Group Tutors, PSE/Citizenship is provided in mixed gender groups and by a mix of male and female staff.
- Pupil achievement is monitored by gender in all official data and Departments are asked to monitor and react to gender performance variations on an annual basis
- Teaching seeks to avoid stereotypes of gender in the classroom curriculum delivery environment and to seek to open up career paths and occupational pathways to all pupils avoiding gender stereotyping
- The school's Behavioural and Bullying Policies seek to inhibit any verbal or physical bullying based on gender or homophobic attitudes.
- Extra curricular activities are available irrespective of gender other than in school 'boys' or 'girls' sports teams.
- School Council and School Forum activities involve students irrespective of gender.
- The school environment in terms of wall displays, and pupil achievement is such as to promote motivation by all pupils irrespective of gender.

As with all schools we seek to continually address some apparently gender related issues:-

- 'underachieving boys' in a generic sense
- encouraging males to study Performing Arts, Food and Nutrition, English Literature, MFL at KS4 and 5, and females to study IT and Science etc.
- ensuring access to ICT facilities is gender neutral
- taking a firm position with regard to any pupil engaging in homophobic bullying or harassment and within PSE ensuring students sensitively discuss sexuality issues and diversity.

School Policies in Relation to Staff

- We seek to be gender neutral in Employment terms and in all our policies in terms of pay, conditions of service, grievance and disciplinary procedures.
- Advertising and recruitment is gender neutral (i.e. 'Teacher required') as is short listing and interviewing. Internal TLR structures and equal pay are in line with national agreements.
- Opportunities for CPD, or work based training are gender neutral.
- We do not condone sexual harassment of staff, nor differential treatment of staff related to their sexuality.
- We operate agreed national agreements in terms of maternity leave, paternity rights etc

Currently (March 2007) the school staff is gender 'balanced' as follows:-

| | MALE | FEMALE |
|----------------|------|--------|
| Teaching Staff | 39 | 34 |
| Support Staff | 11 | 68 |

The currently Leadership Team has 2 females, 6 males (including Head)

The Governing Body has 6 females, 14 males

The seven Year Tutors include 4 females, 2 males

TLR 2 posts have 11 females, 22 males

TRL 1 posts have 10 females, 6 males

Monitoring our GED

The school has had a formal Equal Opportunities Policy since 1993, a copy of which is available as an Appendix to this GED as its coverage is still relevant. It seeks to address potential areas where inequality issues might arise.

| | |
|-----------------------|---|
| <u>Stereotyping</u> | Statements or beliefs attributing particular characteristics to individuals or groups. |
| <u>Abuse</u> | Verbal or physical attack on dignity and integrity of an individual or group. |
| <u>Bias</u> | Images/ideas/procedures, which suggest superiority or inferiority of certain groups. |
| <u>Omission</u> | Curriculum which ignores the needs of certain individuals or groups such that they are disadvantaged or devalued. |
| <u>Discrimination</u> | On groups of race/sex – illegal – less favourable treatment of individuals or groups. |
| <u>Expectations</u> | Negative/low expectations are likely to depress a child's performance. |
| <u>Role Models</u> | Need for children to appreciate both men and women in 'opposite' roles e.g. WPC's/male nurses/women electricians etc. |

We monitor our EOP (GED) in respect of students as part of:-

- a) Annual School Improvement Plan development
- b) Departmental Review of Pupil Performance Statements
- c) Leadership Team/Data Team review analysis
- d) Year Group management