

Gender Equality Scheme

Copthall School

Mission Statement

At Copthall School, we have an Equalities and Inclusion Policy within which there is a commitment to ensuring equality of education and opportunity for staff, pupils, parents/carers, governors and all those receiving services from the school, irrespective of gender. The achievement, attendance, exclusions and participation of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards for all pupils and inform our teaching practice.

We will aim to provide all our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes and will take positive action to support particular groups where necessary. We will also seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation and taking positive action to address any gender differences. At Copthall School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people of different genders 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 and particularly schools 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 including schools in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with *the relevant legislation*
- Take active steps to promote equality of opportunity between boys and girls, men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies including schools 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 be reviewed in line with the monitoring, evaluation and planning cycle of the SIP, which is currently every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy and CPD 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

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

The Gender Equality Duty (DED)

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 it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. We will need to:

- Identify the aims of the policy or practice
- Collect evidence, where relevant, on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- As policies are reviewed, alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Gender Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people. The following should be monitored:

- Achievement of pupils by gender (Cophall is an all girls' school)
- Staff satisfaction levels by gender
- Distribution of staff pay scales

Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Copthall School has consulted and is consulting students, staff, trade unions, parents/carers, governors and other service users in the development of our Gender Equality Scheme through the following examples of involvement

- Consultation with pupils / staff / trade unions/parents to determine their priorities for the school with regards whole school issues, including gender equality over the next three years via:
 - A full staff meeting consulting on the SIP 2006- 2009
 - A special meeting with governors, parents, students and staff consulting on the SIP 2006- 2009
 - Questionnaires (staff 2006, students 2006, parents annually)
 - Feedback slips and e-mails in response to formal and informal consultation activities consultation
 - Drop-in sessions **and school meetings**
 - Half termly meetings with professional organisations
 - Involvement of school council (students) in decision-making and planning
 - Outcomes of senior leadership monitoring and review

Here is a list of sample questions we could use to obtain the views of pupils, staff, governors and parents...

- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, with career advice, and in school life in general?

We monitor any information collection for example, satisfaction questionnaires, to test for gender concerns in our community with regard to the operation of school policy, procedures, the curriculum and learning and teaching.

Making things happen: Objectives and Action Plan

In order to ensure that action is taken to meet the Gender Equality Duty, Copthall 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/ *will be* shaped in consultation with pupils, staff, trade unions, parents/carers, governors, and all those that we provide a service to as outlined in the previous section, and may include the good practice examples below.

Gender Objectives

Copthall School has agreed that the key objectives for the next three years in relation to gender will be:

- a) To ensure that girls receive high quality curriculum and progression advice and that gender stereo-types are addressed.**
- b) To encourage girls to develop leadership skills and take on responsibility, strengthening the role of student voice in the school**
- c) To encourage both fathers and mothers to be involved in their daughters' learning and progression.**
- d) To further improve the analysis of an even wider range of data for gender analysis, particularly in terms of staff satisfaction**

These objectives are incorporated into the School Improvement Plan as indicated in the table below.

The action plan – see SIP for more detail

The following action plan outlines what will be achieved in the next year with regards to meeting the Gender Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2009-10							
Take active steps to promote equality of opportunity for girls and between men and women when carrying out their functions and activities	<ul style="list-style-type: none"> -To ensure that girls receive high quality curriculum and progression advice and that gender stereotypes are addressed. -To encourage girls to develop leadership skills and take on responsibility, strengthening the role of student voice in the school -To encourage both fathers and mothers to be involved in their daughters' learning and progression. 	<ul style="list-style-type: none"> - Further developing a systematic school-wide approach to identifying student underachievers and putting intervention in place, including managing casual admissions with no prior attainment data (with assessment manager as the enabling tool (Year 2) 	Termly through SIP review	Termly	RJ/ MST GMS/ SL	On going	July 2010
		<ul style="list-style-type: none"> - Set targets (levels, grades) for each year group across the non-core subjects to supplement existing good practice 	Termly through SIP review	Termly	RJ	Sept 09	July 2010
		<ul style="list-style-type: none"> - Subject areas to ensure that 'student friendly' level/ grade descriptors are in place and shared and used with students at least termly to secure progress/ improvement in attainment 	By HODs/ HOFs and SLT line managers- through DEF & currently achieving grades/ levels	- At least annually, through the DEF & currently achieving grades 3 times per year	HODs/ HOFs	Sept 09	July 10
		<ul style="list-style-type: none"> -Parent and student consultation on new curriculum for 2010 -Continue student voice in learning through the School Council and Student Leadership Team (year 2) 	Feedback to inform curriculum planning	On completion of feedback	JAS & curriculum Team	March 09	July 10
		<ul style="list-style-type: none"> - Subject areas to develop student 					

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	-To further improve the analysis of an even wider range of data for gender analysis.	<p>voice in learning through student questionnaires on learning and group interviews) in order to inform subject area improvement planning</p> <p>-Use secondary strategy writing schemes to introduce all objectives and ensure they focus on learning rather than activities and embedding quality in SOW and lesson planning- departmental planning, (<i>Feedback from Learning walk- May 2009</i>)</p> <p>-Developing a programme of 'brain – based learning' for KS3 students : Opening Minds to be introduced for Sept 2010</p> <p>-To continue to develop our programme of offering work experience placements- especially to women wanting to rejoin the workforce. To enhance programme with support for CV writing and job applications (Year 2)</p>	<p>- AHTs monitor recruitment, attendance and actions from meetings</p> <p>- By HODs/ HOFs and SLT line managers- through DEF</p> <p>- By HODs/ HOFs</p> <p>- Through SLT and BOS</p> <p>Through B& E Management Group</p>	<p>- At least termly – report back to SLT and minutes to HT</p> <p>-At least annually, through the DEF</p> <p>_ through DEF (annually) and department/ faculty meetings</p> <p>As planning timeline progresses</p> <p>Annually</p>	<p>MST/ ED</p> <p>HODs/ HOFs</p> <p>HODs/ HOFs</p> <p>JAS to co-ordinate planning team</p> <p>AWP</p>	<p>On going (Y2)</p> <p>Sept 09</p> <p>Sept 09</p> <p>Dec 09</p> <p>Sept 09</p>	<p>On going (Y2)</p> <p>Sept 10</p> <p>Sept 10</p> <p>Sept 10</p> <p>July 10</p>

For further information, please contact: Ms J Beaumont

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

Signed _____

Date _____

Monitoring and reporting

It is important to 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.

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.

Termly and annual reports will be produced outlining the progress of the SIP and the Gender Equality Scheme. These reports will enable our community to assess the implementation of the action plan for effectiveness. These reports will be circulated to Governors and the School Improvement Partner, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

Check list for school staff and governors

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Are pupil achievement, attendance, exclusions and participation 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 all aspects of school life including extra curricular activities? How is this shown through representation in school events such as class assemblies, school council, gifted and talented?
- Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours and in extra curricular activities e.g. school trips?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender and sexist language actively challenged in both the class-room environment and in the playground?
- Are pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?

Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Are governing bodies representative in terms of gender and of the pupils, staff and local community that they serve?

Employer duties-

As an employer you will need to ensure that you eliminate discrimination and harassment in your employment practice and actively promote gender equality within your workforce

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?

Does the school take positive action to try and ensure a gender balance of staff?

Is bullying and harassment of staff monitored and is this information used to make a difference?

Are CPD and other training opportunities monitored by gender?

Does the school encourage a variety of flexible working opportunities e.g. jobshare?

It is a specific requirement of the duty that an equal pay policy is developed. Has this been done?

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

For further information, please contact: Jane Beaumont

Signed by Chair of Governors

..... **Date**

Signed by Headteacher

..... **Date**

To be reviewed on

Date