

Hartismere High School

GENDER EQUALITY POLICY AND SCHEME



Policy approved October 2009

Gender Equality Policy and Scheme January 2008

School Aims

We are a school that strives to provide the best learning experience possible for our students. We aim to develop the capacity and desire in learners to become lifelong givers to their community

At we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender.

Under the gender equality duty all schools now need to take action to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.

Although we take positive steps to address gender inequality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.

To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

However, we are aware of how factors such as ethnicity and social class also impact on the achievement of boys and girls. This scheme supports our work as set out in our, Inclusion policy, Disability Equality scheme and Race Equality scheme to tackle the many factors that affect pupil attainment.

This scheme sets out the work we will take to promote the gender equality duty over the next 3 years that will:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women; and
- result in improved outcomes for girls, boys, male and female staff and parents/ carers in all aspects of school life, in the wider community and in employment.

The Suffolk Children and Young People Plan sets out five areas of outcomes in which to improve the life chances for all children and young people. These outcomes have significantly different dimensions for girls and for boys.

Be Healthy

There are particular issues for girls and boys in their attitudes to sport, exercise and sexual health.

Stay safe

Differences in the ways boys and girls bully or are bullied need to be examined. The link between homophobic bullying and suicide for boys has been highlighted through

national research.

Enjoy and achieve

Boys are behind girls in overall levels of attainment. Girls' educational achievements, although higher than boys', are not necessarily helping them to take up non-stereotypical employment opportunities.

Make a positive contribution

Sexist stereotyping, bullying and sexual forms of harassment can result in behaviours which have a negative effect on pupils' developing positive relationships and on their skills and willingness to participate in school and community life.

Achieve economic well being

Stereotyping contributes to the gender pay gap. For us this means that we will build on our existing practice by:

- continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping
- taking action to challenge gender stereotyping in subject choice and careers advice as a key part of our whole school curriculum
- including the gender equality duty in the way we plan for school improvement
- building on our positive work around the Healthy Schools initiative
- investigating and addressing complaints of sexual and sexist bullying and harassment from staff.

Our Objectives

By the end of Year 1 we will have:

- continued to challenge gender issues in reading
- identified the key gender equality issues for our school
- publicised actively our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment.
- ensured that incidents of sexist bullying and harassment are recorded

We will do this by:

- using our staff and curriculum to encourage boys' reading
- gathering relevant information and using to inform gender equality actions

- analysing pupil achievement data by gender
- consulting with relevant people and using that information to identify gender equality objectives/actions.

By the end of Year 2 we will have

- assessed the impact of our policies and practices that have a high relevance in promoting gender equality on our pupils, staff and governors (exclusions, behaviour policy)

We will do this by:

- gathering and using information on how our policies and practices affect gender equality in the workforce and delivery of services

By the end of Year 3, we will have:

- assessed the impact of those policies and practices that have not been assessed in Year 2.

Monitoring, Review and Evaluation

Evaluation and review of this scheme will be carried out in line with our school improvement plan.

The work identified in this scheme will be included in our school improvement plan. Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

This scheme will monitor by gender in a range of areas including:

- pupil achievement
- exclusions
- recruitment, retention and career development of disabled staff
- participation

Reporting on Progress

This scheme will be reviewed annually and the main findings will be reported to parents and to the Community Committee of the Governing Body