



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> GB/3/Jun09	<i>Date Agreed:</i> 25 th June 2009
<i>Policy Title:</i> GENDER EQUALITY POLICY	<i>Authorised By:</i> W.M.Thompson
<i>Area:</i> Personnel	<i>Due for Review:</i> June 2011
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

Aims of the policy

The 'Keys to Success'

At St Peter's CE Junior 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.

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

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

Although at St Peter's 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 policy to tackle the many factors that affect pupil attainment.

This policy will promote our duty to gender equality that will:

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

Key gender issues for all those working with children and young people

The Hampshire 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 at St Peter's, this means that we will:

- continue 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
- take action to challenge gender stereotyping in subject engagement as a key part of our whole school curriculum
- include the gender equality duty in the way we plan for school improvement
- build on our positive work around the Healthy Schools initiative
- investigate and address complaints of sexual and sexist bullying, harassment and violence from staff.

Our objectives

We will continue to:

- challenge gender issues in reading, writing and maths
- track and report the key gender equality issues for our school
- publicise our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment.
- ensure that incidents of sexist bullying and harassment are recorded
- assess 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:

- using our staff and curriculum to encourage boys' reading and writing and girls' maths
- gathering relevant information and using it 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.
- gathering and using information on how our policies and practices affect gender equality in the workforce and delivery of services
- working with our partners, community groups and The Learning Trust to support developments in recruitment and retention of men in primary schools and early years settings.

Monitoring, review and evaluation

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 staff
- participation in all school activities

Reporting on progress

This policy will be reviewed every two years and the main outcomes of its implementation will be reported to parents in the school profile and to the full governing body.