

Emscote Infant School
GENDER EQUALITY SCHEME
2007 - 2010

1. Introduction

This Scheme sets out a framework for action in relation to gender equality. Under the Gender Equality Duty schools have a "general duty" to:

- Eliminate unlawful discrimination and harassment
- Promote equality between men and women, girls and boys.

In order to achieve these aims schools have "specific duties" to:

- **Prepare and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives.
- **Consider the need to include objectives to address the causes of any gender pay gap** in formulating its overall objectives.
- **Gather and use information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services.
- **Consult stakeholders and take account of relevant information** in order to determine its gender equality objectives.
- **Assess the impact of its current and proposed policies and practices** on gender equality.
- **Implement the actions set out in its scheme** within three years.
- **Report** against the scheme every year and **review** the scheme at least every three years.

The Scheme covers pupils, staff, parents and users of the school.

2. Aims and Values: Emscote Infant School's Gender Equality Scheme

We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging gender stereotypes, as well as gender-based harassment and bullying. Schools also need to be at the forefront of promoting gender equality in terms of outcomes for pupils.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all our pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the individual needs of all our stakeholders is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles underpin our Gender Equality Scheme and inform our objectives.

3. Leadership, Management and Governance

Legal responsibility for the implementation of the Gender Equality Duty rests with the Governing Body with leadership from the Head and senior staff.

The policy was informed by consultation discussions with pupils during circle time and School Council meetings.

The Scheme will be reviewed annually and a report updating the Governing Body will be presented during each Autumn Term to inform school improvement and budget planning for the new academic year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

The draft Scheme was circulated to staff and governors. Parents were informed of the draft through the school newsletter and invited to comment. The Scheme will be amended in response to the comments and recommendations that arise through the consultation period and was finally approved by the governing body on November 30th 2007

Equal Pay

Following the Local Authority Equal Pay Review in 2007 and the evaluation of all job roles subject to "Green Book" conditions, including midday supervisors, cooks, cleaners, caretakers, technicians, clerical and admin. Staff, a new pay structure is being implemented for these employees.

Links to existing policies

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision);
- Single Integrated Development Plan;

- CPD Plan;
- Race Equality Scheme;
- SEN Self-evaluation Form;
- Healthy Schools Programme;
- Progress towards Extended Services' core offer compliance;
- Sex and Relationships Education Policy;
- Behaviour Policy;
- PSHE Policy.

These policies and documents will be reviewed over the next three years by the Governors and Leadership Team, to consider any gender issues and their impact on pupils, staff and parents.

We recognise that we need to work with Scallywags to make those staff aware of the Gender Duty and ensure that activities planned are accessible and appealing to all.

Training

Staff at the school have undertaken the following training:

- A working group has been investigating underperformance of particular groups of pupils and a programme of training is being considered to develop strategies to address these issues.

4. Teaching and Learning

The school is committed to incorporating targets into lesson planning. This is an area of focus within the current Single Integrated Development Plan.

Using RAISE online, school monitoring systems and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis plus the work of the group looking at underachievement of particular groups and views expressed through the School Council and class discussions, we have identified the following issues for our pupils (See also SEF and Single Integrated Development Plan). We need to:

- Widen opportunities for participation in team games and offer a greater focus on fitness, not just sport ;
- Monitor questioning in class to ensure that different groups of pupils are given opportunities to participate;
- Challenge underachievement by gender in particular ethnic groups;
- Understand the way pupils learn differently and ensure all lessons take account of varied learning styles;
- Review groupings within subjects areas and classroom seating arrangements;
- Review resources for and challenge gender bias and stereotypical images;
- Promote a culture of critical self-evaluation where all adults and pupils in school expect to be challenged or made aware of any gender prejudices;

- Review the choice of visitors to the school and those used in assemblies etc, to provide positive and non-traditional role models.

6. Monitoring and Evaluation

The Gender Policy will be monitored by the working group using the following methods:

- Lesson observations and feedback by teachers;
- Sampling of lesson planning;
- Sampling pupil work;
- Monitoring of incidents involving both pupils and staff relating to gender issues (e.g. sexual harassment, sexist, homophobic and transgender bullying);
- Surveying pupil, parent and staff experiences and perceptions every two years;
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extra-curricular activities etc;
- Staff perceptions of gender issues related to career progression, access to training and maternity/paternity leave etc.

7. Priorities for Action

See Appendix 1 for Action Plan

8. Availability of the Scheme

The Scheme will be communicated to all relevant partners in a variety of ways:

- School website
- A reference in the Staff Handbook (from September 2008)
- Following a summary in the School Newsletter parents can either view a copy in the School Office; request an emailed version or a hard copy.

Appendix 1: Gender Equality Scheme Action Plan

Emscote Infant School

Date: 2007-10

Issue	Tasks	Timescale	Resources	Responsibility	Monitoring
Impact Assessment	Policies to be reviewed: <ul style="list-style-type: none"> • Behaviour • PE • CPD • Equal Opps inc. Race and Disability Equality • Sex and Relationships Education • Assessment • Healthy Schools 	2007 -9 (rolling programme of review)	Committee meetings of Governors	Governors	Leadership Team and Governors
Achievement	<ul style="list-style-type: none"> • Report from subject and teachers on under-performance of groups. • Review of curriculum resources, fiction, library resources 	Nov 07 April 08	Non contact time	Leadership Team Literacy co-ordinator Deputy	<ul style="list-style-type: none"> • Leadership Team and Governors
Enjoyment	<ul style="list-style-type: none"> • Review of extended services and extra-curricular activities with Extended Services Provider, to include a pupil survey • Discussions with pupils about behaviour, uniform, sports, clubs, lessons, toilets, responsibilities and expectations and whether gender is an issue. 	Autumn 2007 October 2007	Extended Services training days Class time	Head Class teachers	Leadership Team and nominated Governor Reports back to Head to identify key areas to develop
Procurement	<ul style="list-style-type: none"> • Review procurement practice to ensure compliance with Sex Discrimination Act and Equal Pay Act. 	July 08	Head & Admin Officer time	Head	Governing Body
Employment	<ul style="list-style-type: none"> • Complete Equal Pay job evaluations and implement new LA pay structure. • Review Recruitment & Selection policy and practice for gender bias, including person specifications, flexibility regarding job sharing and part-time working etc. 	July 07 Spring 08	Budget implications of new pay structure Training for all those involved in recruitment and selection.	Head Resources Committee	Report to Governing Body & Leadership Team

Monitoring & Evaluation	<ul style="list-style-type: none"> Plan themed lesson observations looking at gender issues and achievement of target groups, including sampling of pupil work. Review questions on staff, pupil and parent surveys, to ensure gender issues are covered and perceptions can be captured. 	<p>Summer Term 08</p> <p>June 08</p>	Deputy & Subject Co-ordinators	<p>Head & Deputy</p> <p>Head</p>	Leadership Team and Governing Body
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