

Gender Equality Policy

Our Vision

Hyde Park Infant School is committed to providing an education and environment which offer gender equality in opportunities and freedom from discrimination on grounds of gender or sexual orientation. This applies to everyone involved with the School – pupils, parents, staff, governors, volunteers, and the wider community. It covers teaching and learning and other activities within and outside the curriculum, the employment and pay of staff, and relationships with volunteers, governors, parents and the community. We try to demonstrate it in the actions we take, the way we think and speak and behave, and the examples we set.

The Law

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added the duty to eliminate sexual discrimination, sexual harassment and the duty to promote gender equality.

By law, schools have a general duty to promote equality of opportunity between men and women, and to eliminate unlawful sex discrimination and harassment.

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging the perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

Schools also have specific duties to:

- prepare and publish a gender equality scheme, setting out its objectives (including addressing the causes of any identified gender pay gap) and how the duties will be fulfilled.
- consult stakeholders on the gender equality objectives
- gather and use information for impact assessments of how the school's current and proposed policies and practices affect gender equality in its workforce and delivery services
- implement the actions set out in the scheme within three years, reporting against the scheme every year and reviewing it at least every three years.

This document sets out our Gender Equality Policy and Scheme. It sits within our overall Statement on Equal Opportunities Policies, alongside our other specific policies in that area. These include our

- Race Equality Policy
- Disability Equality Policy
- Accessibility Policy

Many other policies are also relevant – for example, the Special Educational Needs Policy, the Anti-bullying Policy, the Assessment Policy.

Aims

At Hyde Park Infant School we aim:

- to provide each pupil with equal access to an education which will enable him or her to utilise his or her talents to the full, regardless of gender, and which achieves the five outcomes in “Every Child Matters”
- to promote gender equality among adults involved within the School, and eliminate any unlawful sex discrimination and harassment, in the employment and pay of staff, the management of volunteers, the work of governors, and relationships with parents and the community
- to ensure that good gender equality practice permeates all aspects of School life, applies to all children and adults, and offers good role models

- to raise awareness among children and adults of gender equality issues occurring inside or outside the School environment
- to foster understanding and respect between the sexes
- to monitor the achievement of our aims and objectives, and respond promptly and effectively to any concerns about their achievement.

Objectives

To meet these aims, we will

- ensure equal opportunities for participation and achievement in all aspects of school life, challenging any gender stereotypes
- monitor pupil participation and achievement by gender, within the curriculum and in extra-curricular activities, including physical activities and creative and performing arts, and take steps to address any inequalities
- monitor any harassment or bullying of pupils by gender, and take steps to address any inequalities
- ensure that gender issues are considered when selecting teaching and learning topics, acquiring resources, or making changes in the school's organisation or environment
- establish and monitor gender equality requirements in our policies on staff recruitment, pay and other conditions, personal development and training, promotion, responsibilities, flexible working, grievance and disciplinary procedures, bullying and harassment; and take steps to address any inequalities
- ensure that gender equality issues in the work of the governing body, and in the roles and management of volunteers, are monitored and addressed
- ensure that gender equality issues are considered, and acted upon, in our accessibility to and relationships with parents and the wider community.

Action Programme

Our assessment data suggests that there are no significant gender inequalities in these areas at Hyde Park Infant School, although there are gender differences in some aspects of pupil performance which we address in various ways.

On entry our FSP data tells us that girls outperform the boys in many areas, in some instances quite significantly. However by the end of the key stage, our data analysis on pupil performance indicates that, as a norm, boys and girls perform equally well, particularly by the end of Key Stage One. However there are occasions, with some cohorts, where one gender outperforms the other in some or all aspects of the curriculum.

At these times boys and girls alike are offered the same opportunities to be part of groups which offer extra support in specific areas, in order to enhance academic performance.

The regular overall statistical assessment of pupil performance and progress will examine any gender differences and identify appropriate action needed. This will be incorporated in the School Improvement Plan.

The governing body will oversee a systematic rolling programme of reviewing individual School policies and procedures to ensure gender issues and gender equality requirements are addressed.

Other gender equality issues and actions will also be reflected in the School Improvement Plan as it is regularly reviewed and renewed.

The governing body will check and report on this overall Gender Equality Policy and Scheme annually.

Consultation

We will consult on this Gender Equality Policy and Scheme with

- pupils, in ways appropriate to their age and experience
- staff , through existing staff consultation arrangements
- parents and volunteers via the newsletter, parental survey and other regular events
- the wider community, through representative governors.

Adoption and Review

The governing body will formally adopt the Gender Equality Policy and Scheme on _____. It will review the Policy and Scheme in _____.

Responsibilities

The Gender Equality Policy and Scheme is the responsibility of:

- staff member: Headteacher – Liz Hill
- governor: Chair of Governors – Keith Scott
- **Adopted**