

Gender Equality Policy

Review Date: September 2014

Person Responsible: Ms F McSorley

MISSION STATEMENT

Darrick Wood School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the School Community. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of school life.

Customer Goal

To be a school that will not tolerate harassment of people based on their gender.

Curriculum Goal

To provide a curriculum that provides equal opportunities and promotes equality between the genders, raises awareness of gender issues and celebrates diversity.

Community Goal

To encourage all pupils and staff to contribute positively to a society where all are valued, regardless of gender or identity.

Quality Goal

To monitor all aspects of school life to ensure that gender is not a barrier to success.

Equality Act 2006

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools.

The purpose of the Gender Equality Duty is to eliminate unlawful discrimination and harassment; promote equality of opportunity between men and women; and therefore improve life chances for men and women.

Definition of terms:

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identity.

This policy should be read in conjunction with the School's policies for disability equality, equal opportunities, race equality and special educational needs.

Roles and responsibilities; putting policy into practice

Promoting harmony and gender equality is the responsibility of the whole school staff.

The School has an excellent track record in securing very high standards for both boys and girls when compared with their counterparts nationally and, invariably, the gap between the attainment of girls and boys is much less than is found nationally.

The School will continue to:

Gather and monitor the attainment and progress, by prior attainment of boys and girls – Achievement Co-ordinators.

Review teaching strategies, subject content and learning resources to ensure that subjects are of equal interest to boys and girls – Heads of Department.

Ensure that PSHE raises awareness of gender issues – Assistant Head Teacher PSHE.

Review optional subject choice at 14 and 16 to ensure that gender is not perceived as a barrier to subject choice – Assistant Head Teacher, Equality.

Ensure that gender is not perceived as a barrier to the choice of work experience placement – Work Experience Co-ordinator.

Girls and boys have equal access to a range of sports – Head of PE Department.

Classroom and corridor displays demonstrate a positive image of female, male and other gender identities – Assistant Head Teacher Equality.

Ensure that gender is not a criterion for selection of pupils who opt for activities e.g. mentoring, school trips and club membership for extra-curricular activities – Senior Leadership Team.

Reduce and follow up all incidents of bullying and harassment related to gender and homophobia – Deputy Head Teacher KS3.

Investigate disparities in attendance of boys and girls – Deputy Head Teacher Attendance.

The timing of Parents' Evenings enables all parents/ carers to attend – Achievement Co-ordinators/Assistant Head Teachers.

Pupils, parents and members of staff are surveyed to ensure there are no negative perceptions related to gender – Assistant Head Teacher Pupil Voice/Deputy Head Teacher.

Interview all applicants for jobs who meet the criteria, irrespective of gender or sexual orientation – Head Teacher.

Identify any imbalance in overall staffing, posts of responsibility and pay levels of males and females to avoid inequalities – Head Teacher.

Seek a gender balance within the Governing Body – Chair of Governors.

Ensure all pupils and employees develop the appropriate level of gender awareness needed to make all commitments work – Head Teacher/Assistant Head Teacher CPD.

Breaches of the Policy

It will be for the Head Teacher in consultation with other relevant staff to decide on an appropriate response to any breach of the policy depending on circumstances and seriousness. This may include amongst other actions:

- formal or informal warnings (under the School's Behaviour Policy or similar)
- use of the Inclusion Centre or exclusion
- involvement of Governors

Monitoring, Assessing and Reviewing the Policy

The School will monitor the impact of this policy on pupils, parents and staff. The Head Teacher will report on implementation of the policy to the Governing Body each year.

