



# Glen Hills Primary School Gender Equality Scheme

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At Glen Hills, 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 at Glen Hills, 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.

**Key gender issues for all those working with children and young people in Leicestershire.**

**The Leicestershire 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**

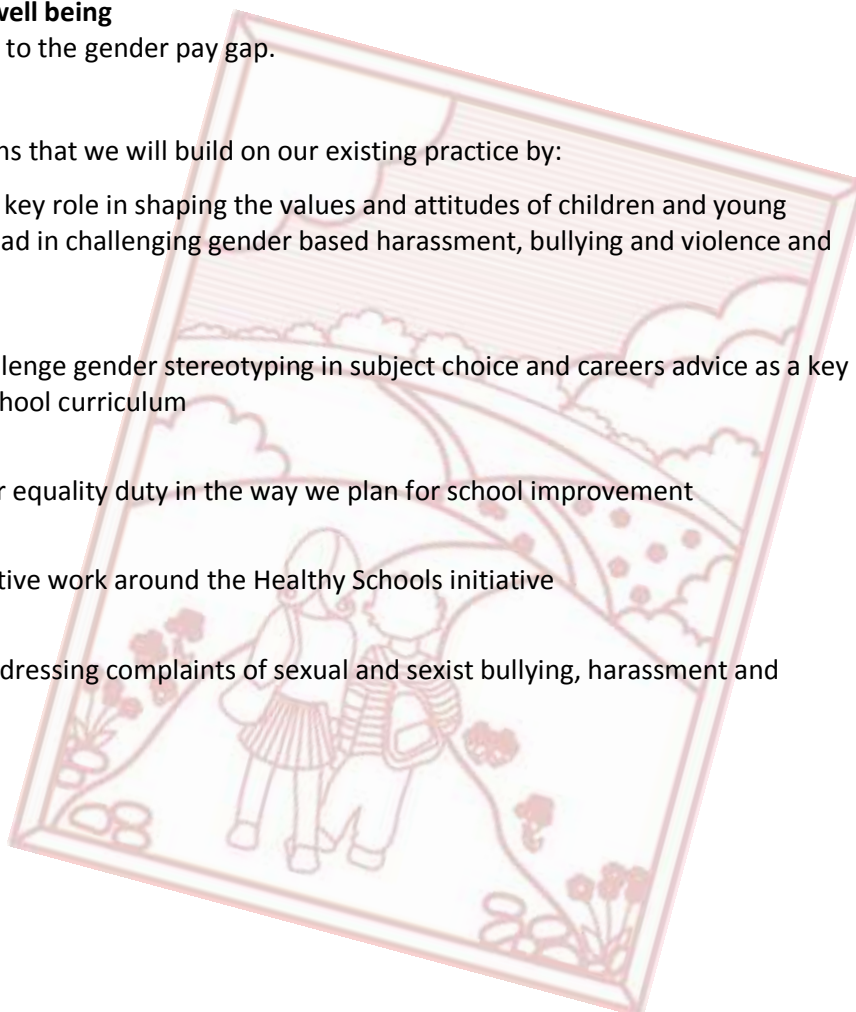
Sexist stereotyping, bullying and sexual forms of harassment can result in behaviours which have a negative effect on pupils' developing positive relationships and on their skills and willingness to participate in school and community life.

- **Achieve economic well being**

Stereotyping contributes to the gender pay gap.

For us at Glen Hills 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, harassment and violence from staff.



## Our objectives

- continued to challenge any gender issues in reading, writing and maths
- continued to identify the key gender equality issues for our school
- continue to ensure that incidents of sexist bullying and harassment are recorded

We will do this by:

- using our staff and curriculum to encourage equality for both sexes
- 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.
- raising awareness of this scheme and its aims through training, parents' meetings, our newsletters, staff meetings and curriculum.

## Monitoring, review and evaluation

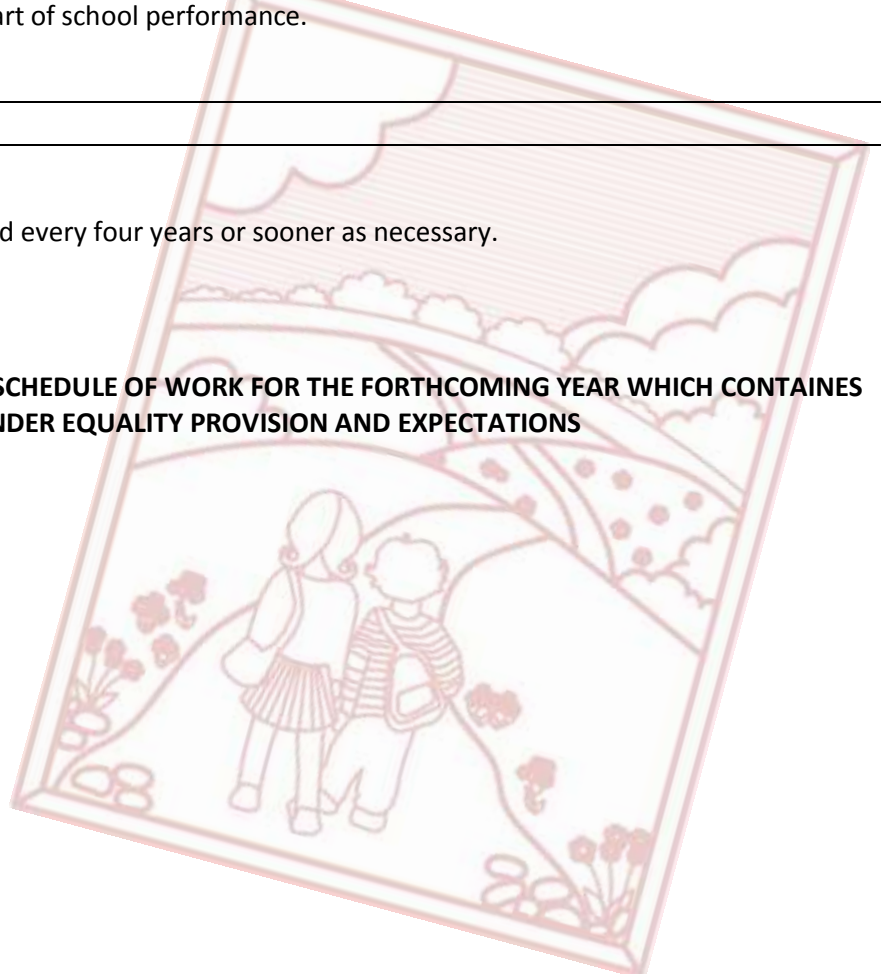
Evaluation and review of this scheme will be carried out in line with our school development plan.

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.

## Review

This scheme will be reviewed every four years or sooner as necessary.

**BELOW IS THE INCLUSION SCHEDULE OF WORK FOR THE FORTHCOMING YEAR WHICH CONTAINES GENDER EQUALITY PROVISION AND EXPECTATIONS**



# Glen Hills Primary School



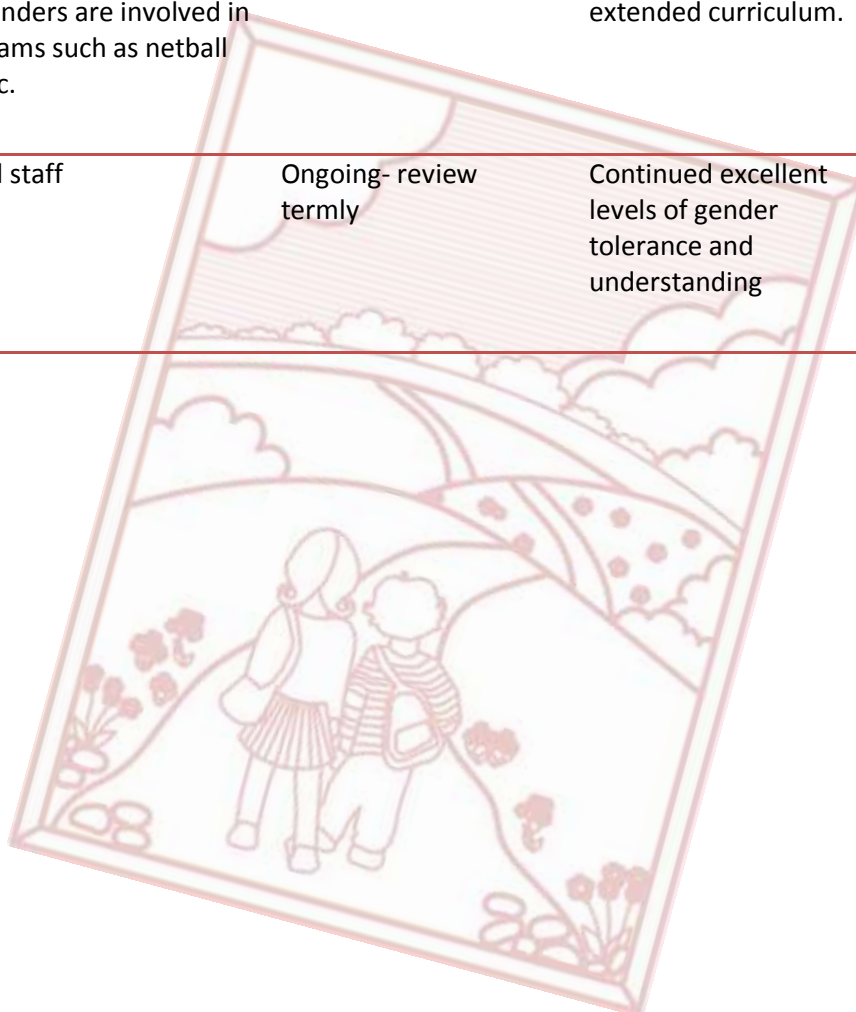
## SCHEDULE OF EQUALITY AND INCLUSION PLANS

### *Cultural and race equality*

Action	By whom	By when	Expected Outcomes
<b>Continuation of tracking ethnic minority groups in all aspects of their achievement and attendance</b>	TS	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard.  Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage
<b>Continue to use PSHE to reinforce school ethos of equality, tolerance and understanding of all people</b>	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<b>Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions</b>	All staff Monitored by RE coord in scrutiny of work / pupil interviews	Ongoing	Ensure children continue to develop their understanding of all cultures and religions
<b>Continue to develop links with international schools</b>	All staff and Int School Leader	Ongoing – next review in June 2015	Ensure children continue to develop their understanding of all cultures and religions
<b>Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary.</b>	All staff	Ongoing- review termly	Continued excellent levels of racial tolerance and understanding
<b>To conduct pupil interviews relating to cultural awareness</b>	RE, PSHE and Community Cohesion Coords	To be conducted and reviewed by June 2015	To continue to monitor the level of cultural awareness

## Gender Equality

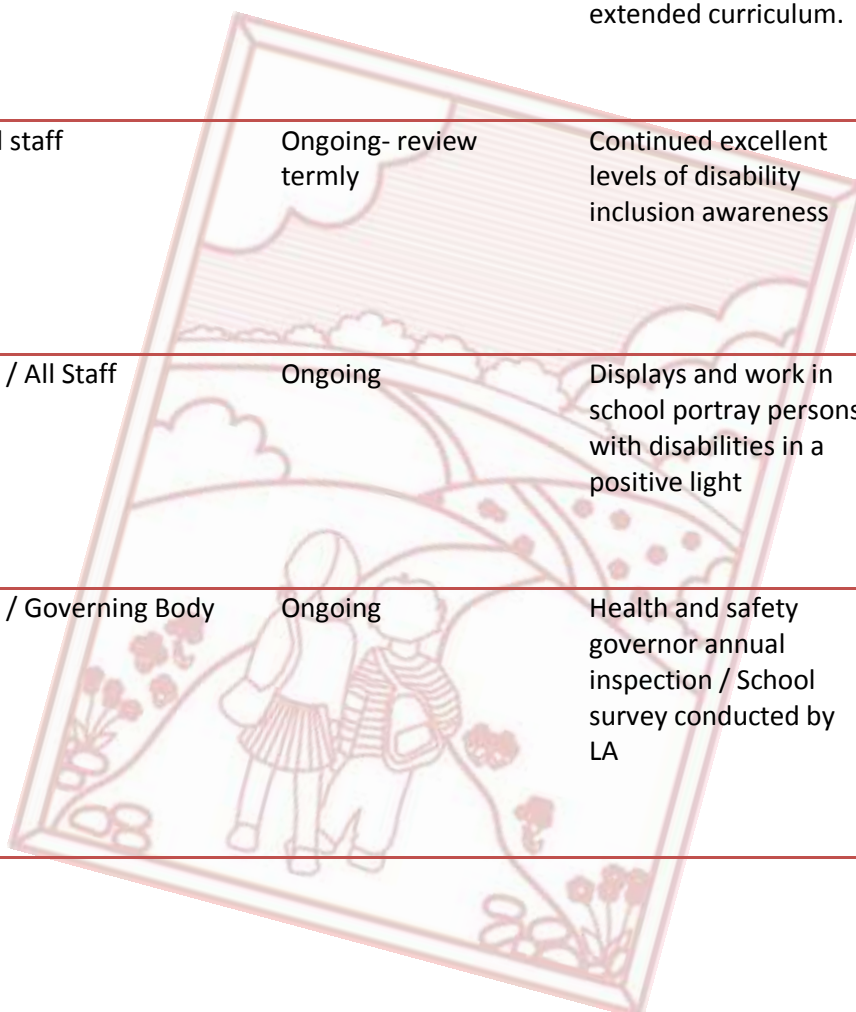
Action	By whom	By when	Expected Outcomes
<b>Continuation of tracking both genders in all aspects of their achievement and attendance</b>	TS	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard.  Ensure attendance of both genders is monitored and is equal to or above whole school percentage
<b>Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</b>	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<b>Continue to ensure subjects which are traditionally 'boy' or 'girl' related (eg aspects of PE) are equally accessible and promoted to both genders</b>	Monitored by all staff – specifics include having a girls football team and ensuring both genders are involved in teams such as netball etc.	Ongoing	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
<b>•Continue to monitor all sexist incidents and report any incidents to the LA and governing body as necessary.</b>	All staff	Ongoing- review termly	Continued excellent levels of gender tolerance and understanding



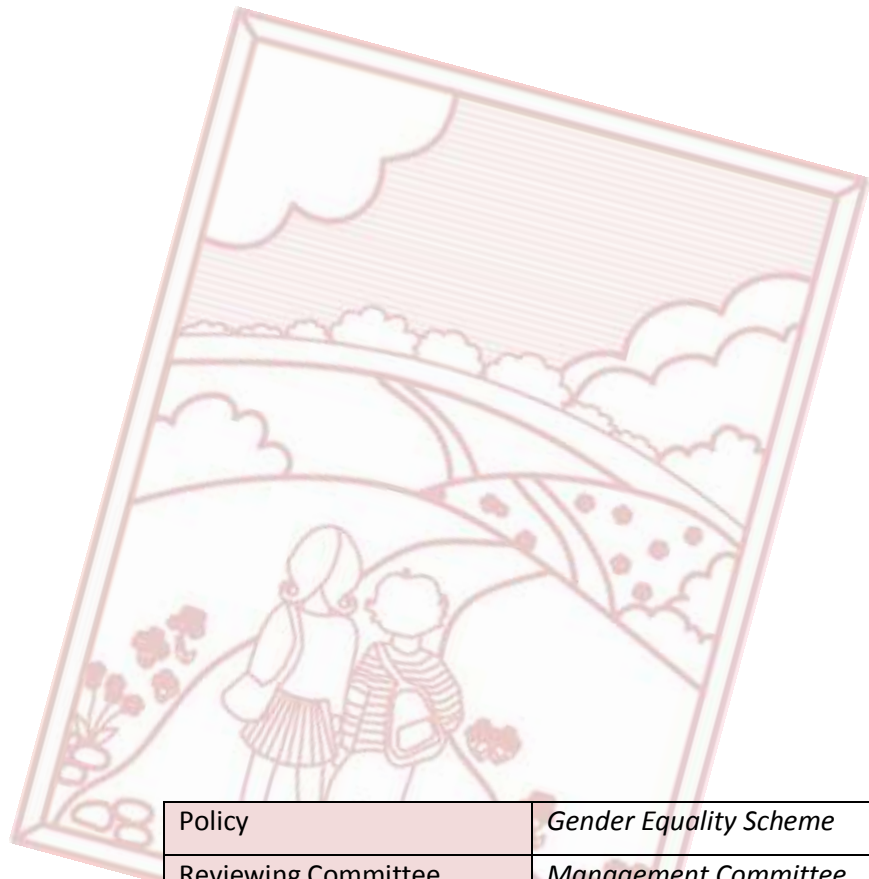


## Disability Equality

Action	By whom	By when	Expected Outcomes
<b>Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance</b>	TS and SLT	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard.  Ensure attendance of all SEN children is monitored and is at least at expected levels.
<b>Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</b>	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<b>Continue to ensure subjects (eg aspects of PE) are equally accessible and promoted to all regardless of any disabilities</b>	Monitored by all staff –	Ongoing	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
<b>Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary.</b>	All staff	Ongoing- review termly	Continued excellent levels of disability inclusion awareness
<b>Continue to ensure persons with any disability are portrayed in a positive light throughout the school</b>	TS / All Staff	Ongoing	Displays and work in school portray persons with disabilities in a positive light
<b>Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability</b>	TS / Governing Body	Ongoing	Health and safety governor annual inspection / School survey conducted by LA



Action	By whom	By when	Expected Outcomes
<b>To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken.</b>	TS / relevant staff	Next review July 2015	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.



Policy	<i>Gender Equality Scheme</i>
Reviewing Committee	<i>Management Committee</i>
Last Reviewed	<i>May 2015</i>
Ratified by Governing Body	<i>June 2015</i>