



Equal Opportunities – Gender Equality Policy

Drafted: Gary Wilkinson (SBM)

Approved by Governors: November 2009

Reviewed: June 2010

Next Review: Determined by Headteacher and Governing Body

Person (position, not name) responsible for reviewing policy:
Deputy Head teacher

This policy should be read in conjunction with all other policies and not as a standalone policy

1. School Ethos, Vision & Values

The Cardinal Wiseman Catholic School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

This school will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At The Cardinal Wiseman School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.1 What do we understand by “gender”?

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 that identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

1.2 Schools Strategic Priorities

Our school aim is 'Education for All = Achievement for All' this is regardless of colour, creed, disability or gender.

1.3 Strengths & Weaknesses

Through performance management and regular scrutiny of recruitment data we are fully aware of any gender imbalances within the school. In all correspondence with stakeholders we stress that we do not discriminate on the grounds of gender. We do not rest, however, on our laurels. We



are continually reviewing our procedures as a staff, a Senior Leadership Team and in the Governing Body to ensure that we are following all legislation and relevant advice offered to us.

2. The Duties

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty has two parts to it, the "general" duty and the "specific" duty.

2.1 The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

2.2 The Specific Duty

We will:

- Gather and use information on how our school policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)
- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders
- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the school website/school newsletter (*as appropriate*)
- Monitor and review our progress, reporting on our progress annually
- Review and revise this Scheme every three years

3. How we will meet the General Duty & Specific Duty

The production of this Gender Equality Scheme provides us with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Gender Equality Scheme for our school.

Some key actions are as follows, to:-

- increase access to the curriculum.
- extend learning environment and the provision of information.



- increase participation in school activities: directly asking pupils of an under-represented gender to join e.g. the school council, drama club.
- support pupils in the form of sessions to encourage girls to get involved in science/technology, boys in food technology, childcare, drama etc.
- provide positive role models for both gender groups from the world of work e.g. successful female architects/engineers, successful male chefs/childcare providers.
- Produce school displays with positive images relating to gender.

3.1 Involvement of both Males & Females in Developing the Scheme

Pupils, staff, parents and members of the community who may use school facilities (of both genders) have been involved in developing this Scheme. We have taken account of their views and made appropriate adjustments.

We have involved both males and females in developing the action plan, monitoring how the school carries out its duties.

3.2 Developing a voice for all pupils, staff and parents/carers

School Council which meets on a regular basis gives the student body as a whole a voice in school matters. All other stakeholders are welcomed to voice their opinions both informally at Parent and Open evenings or formally through written communication or meeting.

3.3 The Governing Body

The schools' Governing Body is representative of the school community as a whole both in terms of gender and race. The composition of the governing body is regularly monitored and attempts are made to ensure the correct representation of minority and ethnic groups is maintained.

3.4 Removing Barriers

We attempt to break down all barriers regarding gender balance. Some ideas considered have been for example: encouraging both male and female parents/carers to parent's evening; encouraging dads to come into school to experience the school learning environment/talk about where they work, their culture etc.

3.5 Gender in the Curriculum, including teaching and learning

As a school we develop positive attitudes in children and young people, challenge stereotypes and promote positive role models.

We challenge gender stereotyping i.e. the belief that at secondary level it is more appropriate for girls to study subjects such as English, food



technology and languages whereas boys should study science and technology but not drama.

We encourage girls to participate in rugby, cricket, football and basketball and boys in netball, rounders, badminton and dance.

We provide information for girls on positive career role models to ensure they make their choice from a wide range of career options.

We have a hugely successful boys' achievement club which has helped several boys at the school fulfil their potentials in academic subjects

3.6 Eliminating Harassment and Bullying

We do have a clear anti-bullying policy at the school. It is clear in how discrimination, bullying, harassment of all children, young people and adults will be dealt with, regardless of gender.

3.7 School Facility Lettings

Events at the school are accessible to both men and women. We try to provide, at all times, adequate lighting and security both in the car park/corridors at evening events

3.8 Contractors & Procurement

The contractors we employ can either be men and women. All contractors are told of the Gender Equality Scheme running at our school.

3.9 Information, Performance and Evidence

As mentioned previously under 3.2 the school is always listening to the voices of its stakeholders. Any formal complaints or objections from these interested bodies are dealt with by the Headteacher of the school in conjunction with the Governing Body. The school's SLT also monitors its own gender equality policy to ensure that it is comprehensive and up to date in its aims.

a. Pupil Achievement –Both girls and boys are achieving well in all subjects due to the detailed lesson plans and inclusive teaching of teaching staff and in class support.

b. Learning Opportunities - We are constantly reviewing our work placement scheme to ensure that both boys and girls are being given access to a wide range of placements. We have an in house Connexions advisor, Dawn Anderson, part of her role is to map the career paths of all students but with a specific focus on girls.

c. Admissions, Transitions, Exclusions –There is no particular gender group over-represented in our admission, exclusion or attendance figures.

d. Social Relationships –In all subjects, but with a specific focus in PHSE lessons, all staff actively encourage boys and girls to respect each other as equals and to challenge sexist behaviours and language, which



can potentially legitimise and encourage violence against women and girls.

e. Employing, promoting and training male and female staff- Our teacher and support staff composition is representative of the school community. The monitoring of promotion and training opportunities available to male and female staff demonstrates that clear equal opportunities applies in our school.

3.10 Impact Assessment

We are continually reviewing our gender equality measures to ensure that we do not have any omissions and are not making a tokenistic approach to this issue.