

GENDER EQUALITY SCHEME

JOHN RANDALL PRIMARY SCHOOL

2007 – 2010

Review 2008/09

Review 2010

Review 2011/12

Review 2013/14

Review May 2017

Introduction to the Scheme

The Legal Framework

The Equal Opportunities Commission has issued a Code of Practice which gives general guidance to public authorities, which includes schools, on how to meet the legal requirements of the gender equality duty. The Code of Practice is a statutory code and has been laid before parliament. The Code has been issued under the Sex Discrimination Act 1975, as amended by the Equality Act 2006. Under the Code a school has both 'general' and 'specific' duties. The general duty requires schools to decide on the problems surrounding gender that need to be tackled and identify the potential outcomes. Under the specific duty schools are required to publish a Gender Equality Scheme which sets out how the identified problems will be tackled.

The General and Specific Duty

The general duty states all public authorities are legally required, when exercising their functions, to have due regard to the need to:

- Eliminate discrimination and harassment that is unlawful under Sex Discrimination Act 1975 and the Equal Pay Act 1970
- Promote equality of opportunity between men and women / boys and girls

The specific duty states that public authorities are required to:

- Publish a Gender Equality Scheme which demonstrates how we intend to meet our general and specific duties
- Consider the need to include objectives to address the causes of any pay gap
- Gather and use information on how policies and practices affect gender equality in the workforce and the delivery of services
- Consult stakeholders and take account of relevant information in determining 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 on the scheme annually and review the scheme at least every three years

The duties are not “negative” or “passive”, but require public authorities to adopt eg, Accessibility Scheme, Race Equality Scheme. The scheme addresses issues related to our role as an employer; a service provider (to our pupils and the wider community; a procurer of services and as a partner working jointly with other agencies.

Monitoring and Evaluation

Monitoring and Evaluation are essential tools for measuring performance and ensuring that we as a school are enabling and promoting equal access to all curriculum options and providing employment opportunities. This is vitally important in establishing whether or not current systems are having an adverse impact on boys or girls, men or women. We will monitor and review the progress of the Gender Equality Action Plan on a regular basis.

External scrutiny of gender issues can be undertaken at any time by inspectorates such as OfSTED. Issues relating to episodes of reported gender inequality will be captured and monitored.

Communicating with pupils around Equality and Diversity

John Randall Primary school uses the following methods of communicating with its pupils around equality and diversity issues:

- School council
- PHSE and Citizenship
- Surveys
- Seal materials
- RE lessons
- Display

Action Plan

This action plan has been developed to reflect the range of current and planned activities that John Randall Primary School is undertaking to improve its services for girls and boys, men and women. It will be an evolving plan which will be amended in response to feedback from pupils and staff and will reflect new initiatives that the school undertakes to better meet the equality and diversity needs of its community.

**Action Plan
Gender Equality Scheme
John Randall Primary School**

Section A Human Resource Issues

Issue / Action		Timescale	Lead	School Priority
	Ensure that the wording of any adverts for jobs within school is not discriminatory	Ongoing	Headteacher/ SBM	

Action		Timescale	Lead	School Priority
	Ensure that interview processes are transparent and that jobs are given according to ability and not gender	Ongoing	Headteacher/ senior staff/ governors	

Action		Timescale	Lead	School Priority
	Ensure that staff are paid according to the role that they have and not their gender	Ongoing	Headteacher/ SBM/governor s	

Section B School Community Issues

Action	Timescale	Lead	School Priority
<p>Issue – Stereotyping affecting young peoples’ choices</p> <p>Develop tools for consulting with pupils on gender issues</p>	Ongoing	All staff	
Action	Timescale	Lead	School Priority
<p>Invite past pupils to assembly to talk about their jobs/further education</p> <p>Develop an inspirational board in the hall – photographs of past pupils ‘where are they now’</p>	Spring 2010	HT/LM	

Action	Timescale	Lead	School Priority
Issue – Analysis of Exclusion data	Ongoing	Headteacher	High

Identify the reasons for exclusions across the school			
Action	Timescale	Lead	School Priority
Issue – Teenage Pregnancy Develop sex education in year 5 rather than year 6 Use new whole school sex education lessons Evaluate sex education lessons – delivery by year 5 teacher rather than school nurse	Summer term 07 Discussion Spring / Summer 09 Implement Autumn 09	Learning mentor/school nurse year 5+6 teachers Staff/governors/parents	High
Action	Timescale	Lead	School Priority
Issue – Multiple Discrimination Undertake work with BME girls and disabled girls to establish key issues for particular groups and explore ways forward	As needed	Learning mentor	

Section C Meeting our Legal Duties

Action	Timescale	Lead	School Priority
Publish Gender Equality Scheme	April 2007	Headteacher /chair of governors	
Provide briefings for Staff on the Gender Equality Scheme	May 07	Headteacher	
Produce guidelines for Senior Staff on implementation of the Gender Equality Scheme	May 07	Headteacher	
Monitor the GES and its achievement of action plan objectives	April 2008 April 2009 January 2010 January 2013	Headteacher	
Oversee the implementation of Equality and Diversity Impact assessments across the school and identify issues for action. Identification of vulnerable groups within school – track progress using CMIS grids	Rolling programme Spring 2010 Ongoing Ongoing	All staff DHT/Senco DHT/Senco DHT/Senco	
Identify monitoring issues emerging from the impact assessments in relation to gender in education provision and employment	Dec 09	All staff	
Improve the range and quality of monitoring data as a result of impact assessments	Ongoing	Administrator Senco DH	
Incorporate the requirements of the Gender Equality Scheme into current training programmes	Ongoing	All staff	
		All staff	

Avoid gender specific stereotype images in publicity materials and other documents produced by the School	Ongoing		
Ensure that the School procurement activities address gender issues in line with guidance from the EOC	Ongoing	SBM	
Ensure all business plans have taken into account equality and diversity issues including gender	Annual Review	Headteacher/SBM	

