

COPPICE SCHOOL



Coppice Primary School **Gender Equality Scheme**

RATIONALE

At Coppice Primary School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability

This scheme sets out our commitment to promoting equality and eliminating sexual discrimination and harassment.

We will make this gender equality scheme widely available both within the school community and in the wider community so that all Governors staff, pupils and parents are aware of it and its contents. We will do this by:

- Formally adopting the policy at a Governing body meeting and recording this in the minutes
- Distributing copies of the scheme to all members of staff
- Discussing the scheme with pupils and making sure they know what it means.
- Making copies available to parents.
- Having the scheme prominently on display at key locations in the school (notice boards staff room etc).

CONTEXT

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty upon schools when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

This scheme outlines how we will fulfill this duty, including a set of specific measurable targets. Coppice Primary School is a two form entry school in the Four Oaks district of Sutton Coldfield. There are currently 415 children on role. 55% are boys and 45% girls. Little Rainbows Nursery and Langley Special School are also on site. There are currently 55 members of staff at the school. The percentage break down is 85% female and 15% male.

AIMS

The school aims to work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
 - Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
 - Encouraging everyone in our school community to gain a positive self image and high self esteem
 - Having high expectations of everyone involved with the whole school community
-

- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

This gender equality scheme links to other specific policies and action plans that the school produces including the School Development Plan.

This gender equality scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting gender equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this gender equality scheme will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy on the same way as child protection, health and safety and behavior policies form part of the induction process.

Headteacher and Leadership team

The Headteacher and Leadership Team will demonstrate through their personal leadership the importance of this scheme. They will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the scheme and will report outcomes to the Governing Body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need and that outcomes are monitored.

The Governing Body

The Governing Body has agreed this scheme and will assess and monitor its impact of the policy annually. One member of the Governing body will have specific responsibility for monitoring this policy, acting as the designated governor for equality.

Staff

All staff will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. Teachers will be aware of what their responsibilities are to ensure that the scheme is implemented. They will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioral issues.

Pupils

Pupils will be made aware of how the gender equality scheme applies to them. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

Parents/Carers

Parents and carers will share in the development of the gender equality scheme and be encouraged to participate fully in implementing it within the school particularly by reinforcing its ethos at home. They will be invited to comment on the scheme and will be regularly updated on progress

TRAINING

All staff and Governors will receive training on the gender equality scheme and their responsibilities under it. All new staff and Governors will have the policy explained to them as part of induction arrangements. Following revision of the scheme changes will be communicated to all staff and “refresher” training will be arranged as necessary. All pupils will be given an overview of the scheme following its formal adoption and their responsibilities.

MONITORING AND REVIEW

The school will monitor the impact of this scheme on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils’ attainment we will collect information about pupils performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils’ attainment such as:

- Exclusion
- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our gender equality targets and aims. In particular it will help us to:

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements.

ASSESSING IMPACT

We will use Birmingham Local Authority’s guidelines to assess and monitor the impact of new or significantly amended policies on all our pupils, parents and members of staff. The results of these assessments will be submitted to Governors and will be available to parents and pupils on request.

We will continue to assess the effectiveness of our existing policies through existing arrangements for developing and reviewing other school policies. The main questions for assessing the impact of **all** our school’s policies – giving special attention to pupils’ attainment levels – will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
 - Which groups of pupils are not achieving as much as they can? Why not?
 - How do we explain any differences? Are the explanations justified?
 - Does each relevant policy include aims to deal with pupil attainment differences between male and female pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
-

- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

BREACH OF THE GENDER EQUALITY SCHEME

We will ensure that all Governors, staff pupils and parents are fully aware of the content of the scheme and their responsibilities under it. Any action that constitutes or could be deemed to constitute a breach of the policy/scheme will be viewed seriously investigated fully and could lead to action taken against those responsible.

Date agreed by the Governing Body

Signed by the Chair of the Governing Body