



**Wickersley Partnership Trust**

**GENDER EQUALITY SCHEME  
ACTION PLAN - 2018**

Updated May 2018



## Introduction

Under the Equalities Act 2006 all public authorities, including schools, have a "general duty" from April 2007 to promote equality of opportunity between men and women (including girls and boys) and a "specific duty" to publish a Gender Equality Scheme by 30th April 2007 showing how the school intends to meet these aims. This applies to all types of schools.

## General Duty

Under the gender equality duty schools will need to take action to:

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

## Specific Duty

To support schools in taking action to meet these two aims there is a framework known as the "specific duties".

The **specific duties** require each school to:

1. **Prepare and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives
2. **Consider the need to include objectives to address the causes of any gender pay gap** in formulating its overall objectives
3. **Gather and use information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services
4. **Consult stakeholders and take account of relevant information** in order to determine its gender equality objectives
5. **Assess the impact of its current and proposed policies and practices** on gender equality
6. **Implement the actions set out in its scheme** within three years
7. **Report** against the scheme every year and **review** the scheme at least every three years

## Implementation

Legal responsibility for the implementation of the gender equality duty rests with the school's governing body (in the case of a school maintained by a local authority), the proprietor (in the case of city academies, city technology colleges, city colleges for technology of the arts) or the local authority (in the case of pupil referral units).

## Gathering and Using Information

Schools must gather information on how their policies and practices affect boys and girls, and men and women and use the information as the basis for setting gender equality objectives and reviewing the effectiveness of the actions taken to meet the objectives.

This information will provide the basis for the evidence in the Checklists below.

## **Consult Stakeholders**

Schools need to consult with stakeholders to prepare their scheme and decide on their gender equality objectives. Key stakeholders for schools include:

- All members of staff (including teaching staff, support staff, cleaners/caretakers, adult/student volunteers acting as mentors etc)
- School governors
- Parents/carers
- Pupils
- The local authority
- The local community
- Local partners including other local schools, local FE and HE providers, the local Learning and Skills Council.

Schools should look at the existing methods that they use for consulting and involving stakeholders, and consider how these can be developed or adapted to meet the requirements of the gender equality duty.

Evidence on consultation will need to be included in the checklists below.

## **Complete the Gender Equality Scheme Checklists**

We have attempted to devise checklists for schools to work through, based on a series of questions, taken from gender equality issues raised in the Equal Opportunities Commission (EOC) Guidance on the Gender Equality Duty and Schools. It is suggested that schools work through each question, providing evidence for the answers that they give, including who they consulted with in order to reach those conclusions. Some of the questions posed may not be applicable to every school, for example, some will only apply to primary or secondary schools. If this is the case, you will still need to justify why that particular question does not apply to your school. This will fulfil some of the specific duties listed earlier.

Schools may also be already aware of issues that are pertinent to their school but are not already on the list. Schools can add these to the checklists and also to the subsequent Action Plan if this is felt to be necessary.

As there are a number of issues raised by the Gender Equality Duty that specifically apply to employment issues, the first checklist deals exclusively with these (employment Gender Equality Issues Checklist). The second checklist deals with all other gender equality issues (General Gender Equality Issues Checklist). Both Checklists must be completed.

## Employment Gender Equality Issues Checklist

(All Questions generated from Equal Opportunities Commission Guidance on the Gender Equality Duty and Schools)

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
1	Is there a gender pay gap in your school?	All staff are paid following the guidance given by the LA when setting the budget and reviewing pay	<ul style="list-style-type: none"> <li>All members of staff (including teaching staff, support staff, caretakers)</li> <li>School governors</li> <li>The local authority</li> </ul>	No
1a	Do any school policies contribute to a gender pay gap and need amending?	All policies need a GIA in order to evaluate them and amend them following the cycle of review.	<ul style="list-style-type: none"> <li>All members of staff (including teaching staff, support staff, caretakers)</li> <li>School governors</li> <li>The local authority</li> </ul>	Yes
2	Is there a lack of women in senior roles?	No the Leadership team contains 3 women and 2 men	<ul style="list-style-type: none"> <li>All members of staff (including teaching staff, support staff, caretakers)</li> <li>School governors</li> <li>The local authority</li> </ul>	No
3	Is flexible and part-time working promoted in your school?	All staff have the opportunity to request part time work however levels of flexibility are reduced by the directed time for teaching staff	<ul style="list-style-type: none"> <li>All members of staff (including teaching staff, support staff, caretakers)</li> <li>School governors</li> <li>The local authority</li> </ul>	Yes
4	Does the school have an adequate representation of	The school has a teaching staff of 12 FTE plus Head Teacher. 3 Men are on	<ul style="list-style-type: none"> <li>All members of staff (including teaching staff, support staff,</li> </ul>	No

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
4a	male teaching staff? (primary schools only)  Are male teachers adequately supported?	the staff plus the caretaker and  Yes. The male teachers are supported at the same level as the female staff in line with their career stage and needs through the appraisal process.	caretakers) • School governors • The local authority  • All members of staff (including teaching staff, support staff, caretakers) • School governors • The local authority	No
5	Does the school have a positive working culture for staff and those with family responsibilities?	Yes. The school has a family first culture for all staff in school. This is recognised in practice	• All members of staff (including teaching staff, support staff, caretakers) • School governors • The local authority	No
5a	Does the school have written guidance on managing pregnancy and maternity?	N/A		
6	Does the school tackle sexual harassment of teachers, both men and women?	The school has policies in place to tackle these issues and reports rates of harassment to the Governors	• All members of staff (including teaching staff, support staff, caretakers) • School governors • The local authority	No
<b>Optional</b>				
	<i>Additional school generated issues 1</i>			
	<i>Additional school generated issues 2</i>			
	<i>Additional school generated</i>			

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
	<i>issues 3</i>			

## General Gender Equality Issues Checklist

(All Questions generated from Equal Opportunities Commission Guidance on the Gender Equality Duty and Schools)

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
1	Does sports provision address the needs and preferences of both boys and girls?	There is a full range of sporting activities which are open to all children in line with the guideline from national Bodies in terms of inter and intra school competitions.	<ul style="list-style-type: none"> <li>• All members of staff (including teaching staff, support staff, caretakers)</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	No
2	Does the school's anti-bullying policy adequately cover the issues of sexual bullying and homophobic bullying?	The school's policy is under review on an annual basis and any incidents are reported in accordance with the policy	<ul style="list-style-type: none"> <li>• All members of staff (including teaching staff, support staff, caretakers)</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> </ul>	No
3	Is there a gender difference in pupil attainment?	There are some gaps between boys and girls throughout the children's education e.g. phonics screening year one, KS1 writing (although in line with national), KS1 Maths (boys achieve 10% higher at greater depth), KS2 Reading , KS2 Writing (boys 23% below girls). School will now focus on raising phonic attainment for boys in KS1 and boys writing in KS2	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	Yes
4	Does the Careers Advice given challenge gender stereotypes	The school does not give careers advice as such however it does promote	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> </ul>	Yes

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
	for both boys and girls?	jobs of all kinds through its use of National and Local people along with its work within PSHE and Circle Time	<ul style="list-style-type: none"> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	
5	Does the school offer non-traditional work experience placements for both boys and girls?	N/A	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	Yes
6	Does the school have strategies to engage boys more fully in education?	Yes. The school's curriculum design takes account of the interests of both girls and boys equally. The activities can be made to be open ended driven by pupil preference and interest	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	Yes
7	Does the school have strategies to engage teenage mothers more fully into education?	N/A		
8	Does the school challenge gender stereotypes across the curriculum?	The school's curriculum provides opportunities for the children to study some individual people who have challenged stereotypes in the past and in the present	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> </ul>	Yes

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
			<ul style="list-style-type: none"> <li>• The local community</li> </ul>	
9	Does the school promote non-stereotypical choices in the 14-19 curriculum? (including working in partnership with other relevant organisations)	N/A		N/A
10	Does the school encourage positive father involvement in their children's learning?	Yes however it is limited to certain activities chosen by the father's/male role model & carer	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	Yes
11	Does the school challenge inappropriate attitudes regarding violence against women?	Yes. Through the PSHE, SEAL and Respect for All work that it does	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> </ul>	Yes
12	Are gender equality requirements included in contracts with outside providers?	No. The school employs the services of outside providers but does not evaluate their equality requirements	<ul style="list-style-type: none"> <li>• All members of teaching staff, support staff,</li> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	Yes
13	Have Gender Impact	Each reviewed policy has a section in	<ul style="list-style-type: none"> <li>• All members of teaching staff, support</li> </ul>	Yes

Q. No.	Question	What is the current situation in your school (provide evidence)?	Who was consulted with in order to provide the evidence? (Refer to the list in section 2)	Does it need to be a Gender Equality Objective?
	Assessments been completed on all the schools policies? <b>See additional guidance below.</b>	about equality however completed Equality Impact Assessments have not.	staff, <ul style="list-style-type: none"> <li>• School governors</li> <li>• The local authority</li> <li>• Pupils</li> <li>• The local authority</li> <li>• The local community</li> </ul>	
<b>Optional</b>				
	<i>Additional school generated issues 1</i>			
	<i>Additional school generated issues 2</i>			
	<i>Additional school generated issues 3</i>			

## **Assess the Impact of Policies**

The requirements of gender impact assessment require schools to monitor and evaluate data, consult with stakeholders and to act on the outcomes of the processes. Schools may adapt such a procedure to meet the requirements for gender impact assessment.

The governing body has statutory responsibility for writing policies and reviewing existing policies. The process of conducting gender impact assessments should form part of this programme of work. Whenever a policy or practice development is presented to the governing body for approval, school governors should ask whether a gender impact assessment has been carried out and ask to see the conclusions of the impact assessment, including a summary of the evidence relied upon in conducting the impact assessment.

Where looking to implement new national policies or strategies, or policies/strategies agreed with the local authority, you should expect that the relevant national or local body will have conducted a gender impact assessment on the overall proposals. Schools have a large number of policies and practices that will potentially require impact assessment. They do not need to be all assessed at once, but governors will need to assess them within the three years of the scheme. You should look to prioritise policies for impact assessment by assessing which have the greatest importance and impact on gender equality.

## Action Plan/Gender Equality Scheme Objectives

- To monitor the attainment gap between boys and girls attainment across the school
- To promote flexible and part-time working in school
- Develop Careers Advice to give challenge to gender stereotypes for both boys and girls

## Action Plan/Gender Equality Scheme

Objectives	Lead Person	Action	Timescale	Success Criteria
To use available tracking to monitor the attainment and achievement of the different gender groups and take action to address trends in the gap between gender groups	Head of school Class Teachers	To analyse the data collected to identify any gap issues for groups in each year group in school.  To use Pupil Progress, Work Scrutiny and Appraisal meetings to monitor the provision for each gender group	Termly in line with the Stronger Management System and school calendar	The gap between genders is closed to within 1.9 APS  Staff are able to evaluate and reflect on the effectiveness of the strategies they have used
To continue to audit the schools provision against the specific duties of the act to ensure that any discrimination or inequality is addressed	EX HT, HOS Class Teachers, Governors	To conduct a Gender Impact Assessment as part of the regular review of the policies and practices of the school including the appointments procedure	ongoing	To have reviewed the policies with reference being made to the duty of the act

<b>Objectives</b>	<b>Lead Person</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>To agree a process to report to stakeholders on the schools progress towards the general duties in the Act</b>	<b>HOS, Office Staff and Governors</b>	<b>To publish a report on the school's progress towards addressing the general duty of the act on the website</b>	<b>Ongoing</b>	<b>Questionnaires are completed and analysed to show all stakeholders that the school has achieved the specific duties as set out in the act</b>
<b>Promote and explain the options for flexibility of working patterns for staff in order to support equality.</b>	<b>HOS, Exec HT</b>	<b>To hold PDM to signpost staff to flexible working patterns to eliminate any discrimination.</b>	<b>Ongoing</b>	<b>The PDM is held with the information being signposted</b>
<b>To encourage positive father involvement in their children's learning</b>	<b>HOS, Learning Mentor Office Staff and Governors</b>	<b>To liaise with the parent partnership and extended service officer to collate opportunities for fathers to become engaged To provide activities for fathers and male relatives to become involved</b>	<b>Ongoing</b>	<b>A fathers/male event is held in school and attendance from fathers is proven.</b>
<b>For the school to challenge inappropriate attitudes regarding violence against women</b>	<b>HOS, Exec HT School Staff</b>	<b>To use the Respect for All ethos to challenge attitudes through PSHE and SEAL and through planned curriculum opportunities</b>	<b>Ongoing</b>	<b>That attitudes of children and stakeholders are challenged in school at points through the year</b>

## **Monitoring and Reviewing**

The school will provide a "summary report" annually on the actions that they have taken or intend to take to meet the gender equality duty. The Developing Excellence Plan will be used to review the priorities established from the Gender Equality Scheme.

The school will review their gender equality scheme at least every three years and publish a revised scheme. The reviewing process is an opportunity to evaluate progress made towards the achievement of the gender equality objectives and decide, in consultation with stakeholders, on your priorities for the next three years.

## **A Flowchart of the Gender Equality Duty Process is included in Appendix 3**

### **References**

Developed from the Gender Equality Duty and Schools - Guidance for Public Authorities in England (Equal Opportunities Commission, March 2007)

## **Appendix 1**

### **RMBC Gender Equality Vision**

The RMBC Gender Equality Scheme and Action Plan 2007-2010 details the gender equality vision:-

“We will, in our employment practices, service delivery and partnerships, identify and respond to all forms of gender stereotyping, discrimination, sexism and Transphobia (the irrational fear or dislike of people who identify as transsexual).

We will achieve this by setting key strategic objectives that will prioritise work in our Gender Action Plan. These are:

- Identify the causes of and seek to close the gender pay gap
- Develop nationally recognised good practice in relation to flexible working policies and work life balance initiatives
- Ensure that everyone has the opportunity to contribute and benefit from regeneration in their neighbourhoods and from other initiatives across the Borough
- When we consult, we will ask participants to comment directly on any issue related to their gender that might affect the way we provide our service.”

### **HR Initiatives**

- Services are also encouraged to promote a range of flexible working options (as applicable) to improve recruitment and retention of potentially disadvantaged groups. This includes flexible hours; compressed hours (9 day fortnights, 4 day weeks); permanent home based working; occasional working from home; job share; part time working; and term time only working.
- Training aimed at developing management potential and supporting promotion opportunities has been offered to Women employees as part of the High Achieving Women Project and via the Stepping Up to Management course. In addition provision of training to groups of women to develop skills and competencies aimed at supporting their progression within the organisation is offered through events such as International Women’s Day (every March).

### **Outcomes**

- Men and women are represented at all levels of the workforce and in all areas of work
- Staff are aware of the gender duty and understand how it affects their work
- Managers are aware of the needs of staff with caring responsibilities and the business case for flexible working policies.
- Barriers to the access of appropriate and supportive services as well as the recruitment and retention of transsexual staff have been identified and removed
- Girls have higher aspirations for their future careers

## Appendix 2

### Completed Equality Impact Assessments in the Children and Young People's Service

Equality Impact Assessments (including gender equality impact assessments) have been completed on the following policies.

- Education Development Plan (on website as School Improvement Plan)
- Standing Advisory Committee on Religious Education (SACRE)
- Learning Without Limits Partnership Plan
- Governor Development Strategy
- Schools Capital Strategy
- School Organisation Plan
- School Admissions Policy
- Safe Moving and Handling of Children and Young Persons in School and Nursery
- School Catering (function)
- Education of children and Young People with Medical needs who are Unable to Attend School
- SENCO box of Tricks
- Kilnhurst and Swinton Unit admissions
- Welcome Centre
- Equalities and Diversity Policy – Behaviour Support Service
- School attendance matters including extended leave from school/Enforcement procedures
- Accessibility Strategy
- Pupil transport
- Exclusion of pupils - policy / procedure
- Guidance on identification and assessment of special needs
- Supporting children with medical needs in school policy
- Children Missing from Education
- Monitoring of Racist Incidents in Schools
- Multi-agency Approach to Education of Children and Young People in Public Care
- Policy Statement on Special Educational Needs and Disability
- Supporting Children and Young People with Medical, Health and Personal Care Needs in Schools and Early Years Settings.

## Appendix 3

### Flowchart of Gender Equality Duty Process



