

**WREN'S NEST PRIMARY SCHOOL**  
**GENDER EQUALITY SCHEME**

**The Equality Act 2006 - General Duty**

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us, when carrying out our 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 fulfil this duty, including a set of specific measurable targets.

**The Specific duties**

To support the process in delivering the general duty there are also 8 specific duties, listed below:

1. To prepare and publish a gender equality scheme.
2. In formulating its overall objectives, to consider the need to address the causes of any gender pay gap.
3. To 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. To consult stakeholders (ie. Pupils, parents, governors, staff and members of the local community) and to take account of relevant information, in order to determine its gender equality objectives.
5. To assess the impact of its current and proposed policies and practices on gender equality.
6. To implement the actions set out in its scheme within 3 years, unless it is unreasonable or impractical to do so.
7. To report against the scheme every year and review the scheme at least every 3 years.
8. To publish the first scheme by 30<sup>th</sup> April 2007.

**School Context**

The children of Wren's Nest live on the surrounding estate, which is composed of semidetached, mainly council owned and some privately owned properties. The Wren's Nest estate is located in a ward, which falls within the highest 10% deprivation level for the country, (ODPM Index of Multiple Deprivation (IMD) 2004).

Within this top 10% deprivation the super output areas show that the ranking puts Wren's Nest in the most deprived third of this deprivation band. (IMD ranks)

The school deprivation indicator is 0.5 vs. a national average indicator of 0.2. The distribution curve for all schools is between 0 - 0.9 and there are only 2% of schools which have a deprivation indicator of 0.6 or higher. (PANDA 2005)

The children do not generally come from 'traditional' families:

Of households with dependent children the split is:

36% married households with dependent children

13% cohabiting households with dependent children

40% lone parents (of these 96% are women)

10% other households with dependent children (may be grandparents / alternative carers)

At Wren's Nest 63% of the children are entitled to Free School Meals. (RAISEonline 2008) This is compared to a national average of 16.6% (2008 RAISEonline). Within the distribution graph Wren's Nest free school meal % is placed in the highest 4% of schools.

There are high levels of unemployment with 9% of residents, aged 16 - 74 being unemployed. Of the unemployed sector:

30% are young people aged between 16 and 24

19% of the sector have never worked.

40% are 'long term unemployed' (not worked since before 1999). (Census data)

### **School's Aims and Values**

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

At Wren's Nest Primary School, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person on 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

The school will 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 in the same way as child protection, health and safety and behaviour policies form part of the induction process.

**Heads and Senior Leadership team** - Will demonstrate through their personal leadership the importance of this scheme. The leadership team will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Head teacher 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 Head teacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need and that outcomes are monitored.

**Governors** - The governing body has agreed this scheme and will assess and monitor its impact of the policy annually. The Curriculum & Standards committee will have specific responsibility for monitoring this policy, acting as the designated governor representatives for equality.

**All staff** - All staff will familiarise themselves 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 behavioural 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 review and continued 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.

### **Breach of the policy**

We will ensure that all Governors, staff pupils and parents are fully aware of the content of the gender equality scheme and their responsibilities under it. All Governors, staff pupils and parents will be expected to abide by the policies and principles set out in the scheme and related policies. All persons covered by the scheme will be aware of their responsibility to report any action, which constitutes or could be deemed to

constitute a breach of the policy - in the first instance to the Head teacher or the Deputy Headteacher who is the staff member with responsibility for equality matters. It will be for the Head teacher in consultation with other relevant staff to decide on appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy or similar)
- Involvement of Governors
- Fixed term or permanent exclusion

### **Monitoring, Assessing and Reviewing the Policy**

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, analyses 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
- Reward and consequence
- 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 may be made with Performance Management objectives .
- Take action to make improvements.

### **Assessing the impact of policies**

We will continue to assess the effectiveness of our existing policies through existing arrangements for developing and reviewing other school policies, reporting back to the Curriculum & Standards Committee. As

part of our school self review process. The main questions for evaluating 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 support this process of school self review we may use a range of strategies to help evaluation including:

- 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 questionnaires

We will use the results of these assessments to:

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

### **Involvement in the development of the Gender Equality Scheme.**

Dudley Local Authority places a high priority on ensuring that there is no discrimination within the Dudley workforce and there is a gender equality policy for the Authority. The LA has provided training to support us in the development of our school equality scheme. Following this training the Deputy Headteacher has

developed a draft gender equality scheme for Wren's Nest, which has then been considered by the Senior Leadership Team. Within the scheme are priorities identified for action in an action plan that are relevant and appropriate to our school, pupils, parents, staff and governors.

Each year the curriculum and standards committee will consider, review and amend the policy as appropriate and present it to the governing body for adoption.

Each review will consider feedback from both parents and children and development of the gender equality plan will be modified to take account of these viewpoints..

### **Making the Scheme Available**

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 reviewing and adopting the policy at a Governing body meeting and recording this in the minutes
- ✓ Making the scheme available to all members of staff via the staff intranet
- ✓ Discussing the scheme with pupils and making sure they know what it means
- ✓ Making the scheme available to all parents via the school website / paper copies in the school office.
- ✓ Having the scheme prominently on display at key locations in the school (notice boards staff room etc.
- ✓ Publishing the policy on the school website.

**This gender equality scheme was formally adopted by Wren's Nest Primary School on 2<sup>nd</sup> May 2007.**

**Reviewed May 2009 by Curriculum & Standards committee**



### Gender Equality Action Plan.

Action	2007/08 Target	2008/09 Target	2009/10 Target	Person responsible
Ensure that all pupils' voices are heard and the children consider the issue of gender equality and consult on their views regarding possible areas of discrimination at Wren's Nest	Set up School Council from Y1 to Y6 with a formal reporting procedure, ensuring all children have opportunity to contribute. <i>Achieved: School council now meet regularly to discuss range of issues and identify areas they wish to develop.</i>	Review children's perceptions of gender equality and areas of perceived unfairness within school. <i>Achieved: School Council has opportunity to identify areas of concern for discussion. Review of gender equality on agenda for summer term 2009 following move into the new school.</i>	All classes to review gender equality with class teachers - questionnaire.	KM
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	In addition to mechanisms within each class, the Family Support Co-ordinator and Life Long Learning Manger ensure that parents are supported to access information on their child's progress at school. <i>SEN meetings supported so that children and parents have opportunity to contribute. IEPS written so children can understand targets and plan. Reports discussed as well as written.</i>	Develop an increased range of different opportunities for parents to come into school, see their children learning and have opportunity to discuss this progress/ <i>Achieved: Leading Parent Partnership Award - on track to receive accreditation in June 2009 following successful external evaluation May 2009.</i>	All parents access information regarding their children's progress at school in an appropriate and easy to understand form.	KA/AK SLT
Ensure that the governing body of the school reflects that of the wider community	Recruitment of 2 parent governors and support these new governors in their induction and first year of election. <i>2 parent governors recruited - one has remained as parent governor and undertaken</i>	Full complement of 5 parent governors on the governing body, taking an active role within the full range of committees. <i>Partially achieved: 4/5</i>	Governing Body reflects the wider community and is at full capacity as specified in the instrument of the Governing Body	Govs

	successful induction.	governors in place (both male and female representatives)		
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children. Monitor attendance to clubs and review balance of gender. Achieved: range of clubs offered - with uptake by both girls and boys (including those clubs that are more likely to be attended by boys eg football, golf)	Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children. Monitor attendance to clubs and review balance of gender. Achieved: Range of clubs continues to be broadened with girls and boys attending each club.	Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children. Monitor attendance to clubs and review balance of gender.	KM
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	All children will participate in a minimum of 1 school trip/visit per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place. Achieved: All risk assessments ensure no discrimination on any grounds. All year groups have had opportunity to attend at least one trip.	All children will participate in a minimum of 1 school trip/visit per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place. Achieved: Enrichment programme has meant that all children have attended several trips. Whole year group attends visits with no discrimination.	All children will participate in a minimum of 1 school trip/visit per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place.	Class teachers RW
To ensure that parents and children are involved in the continued review and development of the gender equality scheme and that it responds to concerns raised.	Summary copy of policy available on the school website and views sought from parents. School council to consider gender equality from a children's viewpoint and identify possible issues.	Review of policy and raised awareness of the importance of gender equality. Seek views from parents through school / feedback from parent	Review of policy and raised awareness of the importance of gender equality. Seek views from parents through school /	RW / KM

	Achieved: Policy available on website. School council meeting regularly to consider a range of issues and provide forum for feedback.	governors. Achieved: Concentra questionnaire for all parents and children show that school treats children fairly. No complaints or issues raised with school or parent governors.	feedback from parent governors.	
To review the pay policy and the Performance Management Policy to ensure that policies promote equality of opportunity for all genders, eliminate unlawful discrimination and harassment and ensure no gender pay gap.	Review Pay Policy / PM policy - June 2007 Achieved: Pay Policy reviewed by Finance & premises committee.	Review Pay Policy / PM policy Achieved: Pay Policy reviewed by Finance & premises committee. Money in reserves awaiting outcomes of Single Status / Equal Pay review by Local Authority.	Review Pay Policy and PM Policy.	RW/Govs