

Weetwood Primary School

Gender Equality Scheme

CURRENTLY UNDER REVIEW

Introduction

Weetwood aims to be an inclusive school, valuing the contribution to school life of each of its members and placing importance on the welfare of individuals. We strive to ensure that every member of the school community is treated with respect and dignity and that diversity is celebrated. Everyone is given fair and equal opportunities to develop their full potential, irrespective of ethnicity, religion, attainment, age, disability, gender or background. The school is fully committed to challenging discrimination, actively promoting equality and community cohesion, and aiming to foster positive attitudes and commitment to an education for equality. This Scheme is intended to help ensure that Weetwood achieves this aim with respect to Gender Equality, so that every member of the school community feels safe, valued, respected and able to fulfil their potential.

At Weetwood, learning diversity is recognised and planned for, and we aim to challenge and overcome any barriers to learning, participation and inclusion which are related to gender, so that all school users have equality of opportunity. To achieve this we try to fully involve parents and carers in their children's education and the life of the school.

Weetwood is committed to tackling inequalities and promoting inclusion in every aspect of the school's life and work. This scheme sets out our priorities for achieving gender equality and forms an important part of our School Development Plan. It should be read in conjunction with the school's Single Equality Scheme and policies for Equality and Diversity and Behaviour and Anti-bullying, and accords with the Sex Discrimination Act 1975 (Amendment) and Equality Act 2006.

In addition to aiming to fulfil our general duty to eliminate discrimination and harassment and promote gender equality in school, we will also meet our specific duty to:

- ensure that no discrimination or harassment occurs for any member of staff undergoing, or having undergone, gender reassignment;
- ensure that no gender-related pay gaps exist amongst staff;
- gather information to assess the impact of this and other policies, and of practices, on both sexes;
- consult employees, service users and other stakeholders to inform our gender equality scheme.

Gender equality is important in addressing all five outcomes of Every Child Matters:

Be healthy - school recognises the link between some gender issues and the physical, mental and emotional health and well being of its pupils and staff, and these are considered in its Healthy Schools work. For example, gender is linked to attitudes to sport and exercise, smoking, sexual abuse and sexual health. Homophobic bullying is associated with suicide in boys, and girls and women have a greater likelihood of experiencing depression and self-harm.

Stay safe – school works to keep all members of the school community safe from bullying and discrimination and, in light of research on boys’ attitudes to violence to women (more girls than boys, of all ages, believe that some women deserve to be hit) it works to counter attitudes that result in gender based violence (including domestic violence) and sexual exploitation.

Enjoy and achieve / achieve economic well being – as well as aiming to ensure all children have equal opportunity to enjoy and achieve, school works to counter gender stereotyping in education and career choices, to better equip boys and girls to make informed choices about their future. This is vital for girls in particular to achieve economic well being, due to the concentration of women in particular lower-paid, low-status sectors of the workforce and economy, which is a major cause of the gender pay gap.

Make a positive contribution – school works to challenge all sexual stereotyping and the assumptions behind bullying and sexual/sexist harassment (including bullying of boy achievers, particularly in secondary school), so that all members of the school community are enabled to make a positive contribution.

Our scheme recognises broad gender-related trends, for example that nationally the achievement of boys is falling behind that of girls, and that nationally less than half as many girls aged 7-11 take part in physical education and sport compared to boys, with 40% of girls having dropped out of sport and physical recreation by the age of 18.

Staff and governors work to ensure that these trends are not reflected in the school community, and also to counter trends relating to stereotyping and sexism. This is done across the curriculum, through assemblies and PSCHE and is reflected in all school policies relating to pupils, staff and other members of the school community.

The school aims to provide a variety of formal and informal opportunities appealing to both boys and girls, in an environment that is not unduly competitive or restrictive for either gender. Stereotyping by staff in relation to gender is actively avoided, and stereotypes held by pupils in relation to subject areas such as sport, mathematics and science are addressed, resulting in more pupils fully participating in non-gender stereotypical areas. Examples of this are that in Foundation Stage girls are actively encouraged to play with the construction toys and equal access to bikes and scooters is ensured. Staff are also watchful that embarrassment relating to PE clothing is not a deterrent to full participation of pupils in Physical Education.

We realise that although gender is one of the key factors affecting educational performance and participation, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are also strongly linked to achievement

for both genders. We also seek to ensure that measures designed to improve any group's attainment do not do so at the expense of achievement by others.

Gender Equality Scheme 2011 - 2014

KEY OBJECTIVE 1					
To ensure that the ethos of the school promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – on-going. Next review Nov 2014
Continue to promote an anti-sexist school culture and ethos in which sexism and gender-related bullying are not tolerated.	All Staff TW JB Governors School Association	Ongoing		All visitors to school are warmly welcomed. Staff, pupils and parents/carers are aware of school's approach and involved in setting scheme objectives. All members of school community contribute to promoting the scheme.	Feedback from visitors positive. Consultation with parent/carers (Jan 2010) highlighted parents' commitment to tackling sexism and promoting equality, and satisfaction with school's approach. Staff consulted on GE (Jan 2010) and fully aware of scheme; staff implementing objectives including those arising from pupil consultation. Gender equality is included in staff induction policy. Gender equality is discussed as part of
Continue to ensure that induction of all new staff includes gender equality and that on-going training and discussion forms a key component of CPD for all staff.	TW JB	Ongoing			
Ensure staff are formally consulted on gender issues to inform the GES (next formal consultation Jan 2013)	TW JB Governors	Three yearly			
Ensure that pupils and parents/carers are consulted and	All staff TW	Three yearly			

<p>involved in formulating future GES objectives (Jan 2013) Ensure all publications and communications reflect commitment to gender equality.</p>	<p>JB Governors TW JB Governors</p>	<p>Ongoing</p>	<p>Policies, prospectus, website etc reflect gender equality.</p>	<p>performance management and CPD of all staff. [Possible CPD sources: Connexions in action; www.womankind.org.uk]</p>
<p>Take every opportunity, across the curriculum and in every area of school life, to challenge gender stereotypes, discuss gender issues, expectations, sexism and bullying and their impact on attainment. Make teaching more accessible to both boys and girls, eg. for boys - encouraging reading of fiction by ensuring there is a good range, and inspiring reluctant boy readers with good range of non-fiction; using a variety of activities, including a kinaesthetic element; providing challenge, competition and short-term goals; giving regular positive feedback and rewards; setting writing tasks that are cross-curricular.</p>	<p>All staff TW JB Subject co-ordinators</p>	<p>Ongoing</p>	<p>Curriculum policies, schemes of work and planning promote gender equality. Boys and girls can confidently and accurately assess their competence at different subjects, independent of gender stereotypes. Gender –related assumptions and lack of confidence in maths or literacy in particular are challenged. Children’s perception that ‘brown boys’ are often naughtier is analysed and addressed. Factors relating to perception of boys as ‘silly, mean, rough and not following the rules’ are considered and addressed. Boys are encouraged to value ‘feminine’ qualities. Gender stereotypes held by pupils in relation to sport are addressed, resulting in more pupils participating in non-gender stereotypical sports. Pupils understand gender issues, eg those related to future career choices, the gender pay gap, gender related violence. They are aware of the status of women in the past and how this is reflected, for</p>	<p>Consultation with pupils (Jan 2010) resulted in several new GES objectives.</p> <p>Equality and Diversity policy and all communications promote gender equality.</p> <p>School profile has been reviewed and includes main objectives.</p> <p>Curriculum review has resulted in increased opportunities for promoting gender equality. Pupils feel there is a good balance of topics of interest to both boys and girls. Mixed gender working group used to reduce</p>
<p>Continue to ensure all resources, displays and curriculum content are free from gender bias and reflect, for example, boys and men as effective learners and achievers, and include examples of the significant contributions women</p>	<p>All staff TW JB</p>	<p>Jan 2010 Ongoing</p>	<p>They are aware of the status of women in the past and how this is reflected, for</p>	<p>Mixed gender working group used to reduce</p>

have made in all areas.				
Ensure that staff do not inadvertently perpetuate gender stereotypes.	All staff	Ongoing	example, in history or science. They are knowledgeable about those women who have been influential. Pupils experience no gender-related bias (eg in requests for washing up!)	gender divisions in subjects such as maths and literacy. Curriculum policies, schemes of work and planning are reviewed and monitored by subject co-ordinators regularly to ensure they promote gender equality.
Ensure that behaviour policy and practice and reward system is applied equitably.	JB TW All staff	Ongoing	Pupils perceive that both boys and girls are 'noticed' equally and that boys (particularly BME boys) are not unduly implicated in incidents.	Promotion of gender equality is discussed in performance management.
Continue to challenge and record all incidents of unacceptable behaviour in class communication and head teacher's behaviour book.	TW JB All staff Governors	Ongoing	Pupils experience no discrimination, harassment, bullying or stereotyping.	Assemblies are used to raise awareness of gender issues and challenge gender stereotypes, eg: 'heroines and heros'.
Monitor incidents and take appropriate action to address any issues identified.	TW JB Governors		All incidents are reported and dealt with appropriately and effectively. Serious concerns are reported to the governors through the Head teacher's Reports.	Pupils feel there is a good balance of library books to appeal to both boys and girls.
Continue to review all school policies with regard to gender.	TW JB Governors	By April 2010	School policies and practices promote gender equality and have no adverse impact, with respect to gender equality, on pupils, staff or carers. All policies up to date and reviewed regularly with respect to gender equality.	Further resources to support equality work yet to be purchased.
Review GES and publish progress and new scheme every 3 years.		Three yearly	Main objectives of scheme referred to in Profile and SIP and progress communicated to carers and	Resources such as nursery 'home corner' and construction toys

			governors.	<p>promoted to and used equally by boys and girls.</p> <p>Review of reward system planned (Jan 2010) – equitable use to be assessed.</p> <p>Staff briefed on reporting and recording gender-related incidents and appropriate action is taken when needed.</p> <p>Sexist and homophobic bullying is to be included in Behaviour policy and Anti-bullying procedures.</p> <p>.</p> <p>Policies relating to behaviour and anti-bullying, admissions, healthy schools, PE, uniform and ECM, and staff employment conditions checked. All reflect school's commitment to gender equality.</p> <p>All existing or proposed policies are reviewed regularly with respect to gender equality.</p>
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				Review of progress reported to governors and carers in Jan 2010. Equality objectives referred to in new SIP (2010-2015) and 2010 Profile.
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KEY OBJECTIVE 2

To ensure that all pupils have equal opportunity and support to achieve their potential.

ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.
<p>Continue to ensure that all individuals and groups of pupils make the best progress possible in our school by meeting their individual needs.</p> <p>Ensure that girls are able to play football and play on the field during playtimes without fear of roughness of boys.</p>	<p>All staff TW JB</p>	<p>Ongoing</p>		<p>All children are making appropriate progress and participate fully in all areas of school life, such as PE and sport, and including extra curricular and after-school activities, residential and trips.</p> <p>Children are helped to make choices within school and in their broader lives that are free from gender stereotyping.</p>	<p>School staff and out of hours provision staff are aware of national trends with regard to gender and act to mitigate them, eg by challenging gender assumptions. Monitoring of lessons, after- school activities and clubs occurs to ensure that all provide a variety of opportunities appealing to both boys and girls and provide an environment that is not unduly competitive, to ensure that girls have equal opportunities, eg in physical activity.</p>
<p>Identify underachieving or under-participating groups, identify barriers and devise strategies for raising achievement and inclusion.</p>	<p>All staff JB TW Subject leader</p>	<p>Ongoing</p>		<p>Targeted groups of children make appropriate progress and participate fully. Eg girls at end of key stage 2 make appropriate</p>	<p>Action to address girls' progress in maths at the</p>

Continue to monitor gender issues relating to attainment, eg girls achievement in maths at end of key stage 2, and the effectiveness of actions taken to address them.	JB TW Governing Body	Termly	progress in maths.	end of key stage 2 has been a key objective in the SIP, and an integral part of the subject leader's action plan. Further evaluation through termly pupil progress meetings has been carried out by subject leader to clarify that this concern is related to this cohort rather than being a wider key stage issue for the school to address. Action taken has resulted in girls in this cohort making appropriate progress.
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KEY OBJECTIVE 3					
Develop links with parents/carers, governors and community to promote gender equality.					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.
Ensure school is welcoming to all parents, carers and visitors. Regularly gather information and consult with all members of the school community to further develop gender equality scheme and promote a whole school	TW JB All staff Governing Body	Three yearly.		All visitors to school are warmly welcomed. Revised GES published following each consultation, at least every three years. Parents/carers support gender equality scheme.	Feedback from visitors positive. No reports of gender discrimination. Parent Questionnaire scheduled for early 2010 will include equality issues. Governors briefed and

<p>approach to gender equality and elimination of discrimination.</p> <p>Publish review of progress in implementing GES in newsletters, on website and in school profile.</p> <p>Monitor gender representation on governing body.</p> <p>Continue to encourage fathers/male carers to be involved in school life.</p>	<p>TW JB Governing Body</p> <p>All staff School Association</p>	<p>Yearly Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Representative gender balance is maintained in Governing Body.</p> <p>Fathers/male carers are represented as volunteers in the classroom and in other activities and School Association functions.</p>	<p>consulted on gender equality - Jan 2010. Parents/carers consulted - Jan 2010. Review of progress published March 2010.</p> <p>Governing Body currently 11 women, 5 men.</p> <p>Helpers in school include many fathers/male carers.</p>
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KEY OBJECTIVE 4					
Gender equality is reflected in staff employment conditions.					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.
<p>Monitor and address any staffing issues related to gender.</p> <p>Ensure recruitment and employment processes (eg promotion and training and development opportunities) are fair and equitable and that there is no gender bias in leaver rates.</p>	<p>TW Governors</p> <p>TW Governors</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>Greater representation of men in staff, including temporary and occasional staff/visitors.</p> <p>Employment processes and conditions are equitable. Leaver rates show no gender bias.</p>	<p>No staffing issues identified other than under-representation of male staff. Recent recruitments followed procedures and resulted in employment and/or short-listing of male applicants. Better balance attempted through</p>

<p>Ensure there is no gender-related pay gap issue.</p> <p>Ensure women continue to be represented in senior posts and encourage through flexible and part-time working if necessary.</p> <p>Ensure that there is a positive working culture for pregnant staff and those with family responsibilities, including older relatives, outlined in written guidance.</p> <p>Ensure sexual harassment or gender discrimination complaints are investigated appropriately, according to guidance, and are monitored.</p>	<p>TW Governors</p> <p>TW Governors</p> <p>TW Governors</p> <p>TW Governors</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pay is not gender-related.</p> <p>Women occupy senior posts and availability of flexible and part-time working facilitates this when necessary (meet or exceed national statistic of only 10 % of teachers working part-time).</p> <p>There is a good post-maternity return rate for staff.</p> <p>Procedures for investigating gender-related complaints are linked to staff grievance and disciplinary procedures. Serious sexual harassment is treated as gross misconduct. All complaints are investigated appropriately and monitored. No gender-related bias exists in staff disciplinary or grievance procedures or those subject to procedures.</p>	<p>promotion of male visitors, students, supply staff, sport trainers and visitors.</p> <p>No pay gap objective required but national pay gap issue is addressed in curriculum.</p> <p>Currently women over-represented in senior posts.</p> <p>Policy relating to this in place and implemented effectively.</p> <p>Procedures are in place. To date, no gender-related complaints made by staff or gender bias experienced by staff subject to disciplinary procedures.</p>
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2010 - 2013

KEY OBJECTIVE 1 To ensure that the ethos of the school promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – on-going. Next review Nov 2012
Continue to promote an anti-sexist school culture and ethos in which sexism and gender-related bullying are not tolerated.	All Staff TW JB Governors School Association	Ongoing		All visitors to school are warmly welcomed. Staff, pupils and parents/carers are aware of school's approach and involved in setting scheme objectives. All members of school community contribute to promoting the scheme.	Feedback from visitors positive. Consultation with parent/carers (Jan 2010) highlighted parents' commitment to tackling sexism and promoting equality, and satisfaction with school's approach.
Continue to ensure that induction of all new staff includes gender equality and that on-going training and discussion forms a key component of CPD for all staff.	TW JB	Ongoing			Staff consulted on GE (Jan 2010) and fully aware of scheme; staff implementing objectives including those arising from pupil consultation. Gender equality is included in staff induction policy.
Ensure staff are formally consulted on gender issues to inform the GES (next formal consultation Jan 2013)	TW JB Governors	Three yearly			Gender equality is discussed as part of performance management and CPD of all staff.

<p>Ensure that pupils and parents/carers are consulted and involved in formulating future GES objectives (Jan 2013)</p>	<p>All staff TW JB</p>	<p>Three yearly</p>		<p>[Possible CPD sources: Connexions in action; www.womankind.org.uk]</p> <p>Consultation with pupils (Jan 2010) resulted in several new GES objectives.</p>
<p>Ensure all publications and communications reflect commitment to gender equality.</p>	<p>Governors TW JB Governors</p>	<p>Ongoing</p>	<p>Policies, prospectus, website etc reflect gender equality.</p>	<p>Equality and Diversity policy and all communications promote gender equality.</p> <p>School profile has been reviewed and includes main objectives.</p>
<p>Take every opportunity, across the curriculum and in every area of school life, to challenge gender stereotypes, discuss gender issues, expectations, sexism and bullying and their impact on attainment. Make teaching more accessible to both boys and girls, eg. for boys - encouraging reading of fiction by ensuring there is</p>	<p>All staff TW JB Subject co-ordinators</p>	<p>Ongoing</p>	<p>Curriculum policies, schemes of work and planning promote gender equality. Boys and girls can confidently and accurately assess their competence at different subjects, independent of gender stereotypes. Gender –related assumptions and lack of confidence in maths or literacy in particular are challenged. Children’s perception that ‘brown boys’ are often naughtier is analysed and addressed. Factors relating to perception of boys as ‘silly, mean, rough and not following</p>	<p>Curriculum review has resulted in increased opportunities for promoting gender equality. Pupils feel there is a good balance of topics of interest to both boys and girls. Mixed gender working group used to reduce gender divisions in subjects such as maths and literacy.</p>

<p>a good range, and inspiring reluctant boy readers with good range of non-fiction; using a variety of activities, including a kinaesthetic element; providing challenge, competition and short-term goals; giving regular positive feedback and rewards; setting writing tasks that are cross-curricular.</p> <p>Continue to ensure all resources, displays and curriculum content are free from gender bias and reflect, for example, boys and men as effective learners and achievers, and include examples of the significant contributions women have made in all areas.</p> <p>Ensure that staff do not inadvertently perpetuate gender stereotypes.</p> <p>Ensure that behaviour policy and practice and</p>	<p>All staff TW JB</p> <p>All staff</p> <p>JB TW</p>	<p>Jan 2010 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>the rules' are considered and addressed. Boys are encouraged to value 'feminine' qualities. Gender stereotypes held by pupils in relation to sport are addressed, resulting in more pupils participating in non-gender stereotypical sports. Pupils understand gender issues, eg those related to future career choices, the gender pay gap, gender related violence. They are aware of the status of women in the past and how this is reflected, for example, in history or science. They are knowledgeable about those women who have been influential.</p> <p>Pupils experience no gender-related bias (eg in requests for washing up!)</p> <p>Pupils perceive that both boys and girls are 'noticed' equally and that boys</p>	<p>Curriculum policies, schemes of work and planning are reviewed and monitored by subject co-ordinators regularly to ensure they promote gender equality. Promotion of gender equality is discussed in performance management.</p> <p>Assemblies are used to raise awareness of gender issues and challenge gender stereotypes, eg: 'heroines and heros'.</p> <p>Pupils feel there is a good balance of library books to appeal to both boys and girls.</p> <p>Further resources to support equality work yet to be purchased.</p> <p>Resources such as nursery 'home corner' and construction toys promoted to and used equally by boys and girls.</p>
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<p>reward system is applied equitably.</p> <p>Continue to challenge and record all incidents of unacceptable behaviour in class communication and head teacher's behaviour book.</p> <p>Monitor incidents and take appropriate action to address any issues identified.</p> <p>Continue to review all school policies with regard to gender.</p> <p>Review GES and publish progress and new scheme every 3 years.</p>	<p>All staff</p> <p>TW JB All staff Governors</p> <p>TW JB Governors</p> <p>TW JB Governors</p>	<p>By April 2010</p> <p>Three yearly</p>	<p>(particularly BME boys) are not unduly implicated in incidents.</p> <p>Pupils experience no discrimination, harassment, bullying or stereotyping.</p> <p>All incidents are reported and dealt with appropriately and effectively. Serious concerns are reported to the governors through the Head teacher's Reports.</p> <p>School policies and practices promote gender equality and have no adverse impact, with respect to gender equality, on pupils, staff or carers.</p> <p>All policies up to date and reviewed regularly with respect to gender equality.</p> <p>Main objectives of scheme referred to in Profile and SIP and progress communicated to carers and governors.</p>	<p>Review of reward system planned (Jan 2010) – equitable use to be assessed.</p> <p>Staff briefed on reporting and recording gender-related incidents and appropriate action is taken when needed.</p> <p>Sexist and homophobic bullying is to be included in Behaviour policy and Anti-bullying procedures.</p> <p>Policies relating to behaviour and anti-bullying, admissions, healthy schools, PE, uniform and ECM, and staff employment conditions checked. All reflect school's commitment to gender equality. All existing or proposed policies are reviewed regularly with respect to gender equality.</p> <p>Review of progress reported to governors and carers in Jan 2010.</p>
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					Equality objectives referred to in new SIP (2010-2015) and 2010 Profile.
KEY OBJECTIVE 2 To ensure that all pupils have equal opportunity and support to achieve their potential.					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.
<p>Continue to ensure that all individuals and groups of pupils make the best progress possible in our school by meeting their individual needs.</p> <p>Ensure that girls are able to play football and play on the field during playtimes without fear of roughness of boys.</p>	<p>All staff TW JB</p>	<p>Ongoing</p>		<p>All children are making appropriate progress and participate fully in all areas of school life, such as PE and sport, and including extra curricular and after-school activities, residential and trips.</p> <p>Children are helped to make choices within school and in their broader lives that are free from gender stereotyping.</p>	<p>School staff and out of hours provision staff are aware of national trends with regard to gender and act to mitigate them, eg by challenging gender assumptions. Monitoring of lessons, after- school activities and clubs occurs to ensure that all provide a variety of opportunities appealing to both boys and girls and provide an environment that is not unduly competitive, to ensure that girls have equal opportunities, eg in physical activity.</p>
<p>Identify underachieving or under-participating groups, identify barriers</p>	<p>All staff JB TW</p>	<p>Ongoing</p>		<p>Targeted groups of children make appropriate progress and participate fully. Eg girls at end</p>	<p>Action to address girls' progress in maths at the end of key stage 2 has</p>

<p>and devise strategies for raising achievement and inclusion.</p> <p>Continue to monitor gender issues relating to attainment, eg girls achievement in maths at end of key stage 2, and the effectiveness of actions taken to address them.</p>	<p>Subject leader</p> <p>JB TW Governing Body</p>	<p>Termly</p>	<p>of key stage 2 make appropriate progress in maths.</p>	<p>been a key objective in the SIP, and an integral part of the subject leader's action plan. Further evaluation through termly pupil progress meetings has been carried out by subject leader to clarify that this concern is related to this cohort rather than being a wider key stage issue for the school to address. Action taken has resulted in girls in this cohort making appropriate progress.</p>
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<p>KEY OBJECTIVE 3 Develop links with parents/carers, governors and community to promote gender equality.</p>					
ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.

<p>Ensure school is welcoming to all parents, carers and visitors.</p> <p>Regularly gather information and consult with all members of the school community to further develop gender equality scheme and promote a whole school approach to gender equality and elimination of discrimination.</p>	<p>TW JB All staff Governing Body</p>	<p>Three yearly.</p>	<p>All visitors to school are warmly welcomed.</p> <p>Revised GES published following each consultation, at least every three years. Parents/carers support gender equality scheme.</p>	<p>Feedback from visitors positive. No reports of gender discrimination. Parent Questionnaire scheduled for early 2010 will include equality issues. Governors briefed and consulted on gender equality - Jan 2010. Parents/carers consulted - Jan 2010.</p>
<p>Publish review of progress in implementing GES in newsletters, on website and in school profile.</p>	<p>TW JB Governing Body</p>	<p>Yearly Ongoing</p>		<p>Review of progress published March 2010.</p>
<p>Monitor gender representation on governing body.</p>		<p>Ongoing</p>	<p>Representative gender balance is maintained in Governing Body.</p>	<p>Governing Body currently 11 women, 5 men.</p>
<p>Continue to encourage fathers/male carers to be involved in school life.</p>	<p>All staff School Association</p>	<p>Ongoing</p>	<p>Fathers/male carers are represented as volunteers in the classroom and in other activities and School Association functions.</p>	<p>Helpers in school include many fathers/male carers.</p>

KEY OBJECTIVE 4

Gender equality is reflected in staff employment conditions.

ACTION	WHO	WHEN	£	SUCCESS CRITERIA	MONITORING & EVALUATION – ongoing.
<p>Monitor and address any staffing issues related to gender.</p> <p>Ensure recruitment and employment processes (eg promotion and training and development opportunities) are fair and equitable and that there is no gender bias in leaver rates.</p> <p>Ensure there is no gender-related pay gap issue.</p> <p>Ensure women continue to be represented in senior posts and encourage through flexible and part-time working if necessary.</p> <p>Ensure that there is a positive working culture for pregnant staff and those with family responsibilities, including older relatives, outlined in</p>	<p>TW Governors</p> <p>TW Governors</p> <p>TW Governors</p> <p>TW Governors</p> <p>TW Governors</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Greater representation of men in staff, including temporary and occasional staff/visitors.</p> <p>Employment processes and conditions are equitable. Leaver rates show no gender bias.</p> <p>Pay is not gender-related.</p> <p>Women occupy senior posts and availability of flexible and part-time working facilitates this when necessary (meet or exceed national statistic of only 10 % of teachers working part-time).</p> <p>There is a good post-maternity return rate for staff.</p>	<p>No staffing issues identified other than under-representation of male staff. Recent recruitments followed procedures and resulted in employment and/or short-listing of male applicants. Better balance attempted through promotion of male visitors, students, supply staff, sport trainers and visitors.</p> <p>No pay gap objective required but national pay gap issue is addressed in curriculum.</p> <p>Currently women over-represented in senior posts.</p> <p>Policy relating to this in place and implemented effectively.</p>

<p>written guidance.</p> <p>Ensure sexual harassment or gender discrimination complaints are investigated appropriately, according to guidance, and are monitored.</p>	<p>TW Governors</p>	<p>Ongoing</p>	<p>Procedures for investigating gender-related complaints are linked to staff grievance and disciplinary procedures. Serious sexual harassment is treated as gross misconduct. All complaints are investigated appropriately and monitored. No gender-related bias exists in staff disciplinary or grievance procedures or those subject to procedures.</p>	<p>Procedures are in place. To date, no gender-related complaints made by staff or gender bias experienced by staff subject to disciplinary procedures.</p>
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Sexual orientation and marital/civil partnership status

In addition to the above scheme, staff and governors at Weetwood work to:

- ensure that staff are not discriminated against on the grounds of sexual orientation and marital/civil partnership status in any of the areas of recruitment, promotion, training and development, dismissal, redundancy, benefits and pay;
- respect individual's rights under the law to protection from direct and indirect discrimination, victimisation or harassment on the above grounds;
- ensure that the children of gay or lesbian parents and carers are not treated differently or less favourably;
- ensure that homophobic bullying, harassment or discrimination in school is taken as seriously as any other form of bullying or discrimination;
- fulfil our legal duty to support staff who choose to reveal their sexual identity, and protect the privacy of those who don't.
-