



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 3b – Gender Equality

This policy was last reviewed by Governors on 3rd February 2016.

It should be read in conjunction with the overarching policy for **Equal Opportunities in Education**.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Headteacher.

It will next be reviewed in February 2019.

Introduction

Legislative Context: the Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality. The Equality Act (2010) made sex (gender) one of nine protected characteristics with respect to which schools have particular duties – see *School Policy 3 – Equal Opportunities in Education*.

Social Context: both sexes may suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

Rationale

The General Duty: Archbishop Tenison's High School has due regard for the need to eliminate unlawful sexual discrimination, eliminate sexual harassment and promote gender equality.

Definitions:

- (a) By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.
- (b) By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.
- (c) We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

Circumstances: We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice. In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

Gender identity is also recognised in our policy for **Equal Opportunities in Education** as one of the nine protected characteristics.

The Specific Duties: To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area.
- Consult all staff, students, parents and relevant local communities.
- Review all school policies and practices to assess the ways in which they might impact on gender equality.
- Ensure governors, staff, students, parents, carers and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality.
- Assess and address the causes of any gender pay gap.

Responsibilities

- The school governors are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews a Gender Equality Policy.
- The Headteacher works with the Senior Leadership Team to ensure that the Policy is implemented and that staff recruitment, training opportunities and conditions promote gender equality, that all staff, students and their parents and carers are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty, that existing and planned policies are assessed for the ways in which they impact on gender equality, that curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school trips and extended school activities take account of the need to promote gender equality, that incidents of sexual/gender bullying or harassment are dealt with and reported according to the school's Discipline Policy and that visitors to the school, or those who use the premises, are made aware of the Gender Equality policy by those who invite or permit them to be here.
- All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school trips and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.
- Pupils, students, parents and carers have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

Principles

- a. We believe that having this gender equality policy will support us in our decision-making and policy development, give us a clearer understanding of the needs of staff, students and their families, enable us to provide better quality services which meet varied needs, help us target our resources more effectively, help promote increased confidence in our school and help us make more effective use of our workforce.
- b. We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies

and practices. We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on many other things such as their ethnicity, belief, age or disability and we will take this complexity into consideration. In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

- c. We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious gender breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.
- d. Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.
- e. We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

Review, Monitoring and Evaluation

The Governors will review the effect of this policy as part of ongoing work on publicly stated equality objectives. The Headteacher and Senior Leadership Team will monitor its effectiveness through their day-to-day work.