



**Batchwood School**  
make every day count

# **Gender Equality Scheme 2016/17**

**Reviewed 2016  
Next Review December 2017**

# Gender Equality Scheme

## **1. School Ethos, Vision and Values**

Batchwood School is committed to ensuring equal treatment of all its employees, students and others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

The school will not tolerate harassment of people based on their gender or transgender status.

The school's commitment to learners and staff has been endorsed by the recent accreditation to the Inclusion Quality Mark and re-accreditation to Investors in People.

The Gender Equality Scheme will be subsumed into the schools Equality and Diversity Policy, Also included will be the Racial Equality Scheme, Anti-Bullying Policy, Policy for Children in Public Care, Child Protection Policy and Care and Control Policy.

### **1.1 What do we understand by 'gender'?**

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female gender; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

### **School's Strategic Priorities**

The school provides a broad and balanced curriculum and we are constantly adapting our curriculum to meet the wide and varied needs of the students. In our 'visioning' exercise we are looking at the skills our students will need for the 21<sup>st</sup> century. The second part of the visioning exercise will involve us adapting the curriculum to support the needs of the young people.

We are constantly striving to ensure social inclusion of all our students and to this aim we achieved the 'Inclusion Quality Mark of Excellence'.

## Strengths

### Strengths

- The school offers a framework of curriculum areas that are available to both male and female students
- All students have Individual Education Plans which reflect their individual needs and personal tutors who support the student throughout their school life
- The school provides opportunities for students to meet with volunteers, mentors and ed-psychologist and other outside professionals
- There are staff of both gender within the school
  
- The management structure consists of a fair balance of male /female posts consisting of:
  - The Headteacher – female
  - Acting Deputy Headteacher – female
  - Middle leader– female
  - Head of Curriculum female
  - Behaviour co-ordinator – male
  
- Teaching/ support staff are all subject to an equal pay policy dependent on responsibility not gender

## 2. The Duties

The Equality Act 2006, revised 2010, created the Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty has two parts to it; the 'general' duty and the 'specific' duty.

### 2.1 The General Duty

We will actively seek to:

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

### 2.2 The Specific Duty

We will:

- Consult teaching and non-teaching staff, students, parents and local community groups to help determine our gender equality objectives
- Gather and use information on how our school policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)
- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders

- Set a timetable for and implement as soon as is reasonably possible, (usually within 3 years), the actions we have identified
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the school website/school newsletter

### **2.3 Sex Discrimination Act 1975, amended in 2003, 2007, 2010**

The Act provides protection for individuals against discrimination on the grounds of gender, in employment and when goods, facilities and services are being provided. This extends to the delivery of education and other services by schools. Responsibility for upholding the law in maintained schools lies with the governing body.

**Direct discrimination** – On grounds of their gender, treating a person less favourably than you would treat other people.

**Indirect discrimination** – Having a policy or practice (formal or informal), which although apparently neutral, puts people at a disadvantage because of their gender.

**Victimisation** – Being treated unfairly as a result of making, or intending to make, a complaint of sex discrimination, or because they have helped another person to do so.

**Who is covered?** – Students and parents, prospective students and parents, staff and others using school facilities. Note: People who have changed their sex (trans-gender people) are protected by the Sex Discrimination Act 1975 as amended in 2003, 2010

What is covered? – Schools must treat students equally and subject them to any detriment, irrespective of their gender. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services
- extended schools services

For example, all students should have equal access to the National Curriculum. Similarly, Connexions services and schools careers advice must not discriminate between boys and girls in the way they provide advice and assistance.

**Exemptions** – Single sex schools may restrict admission to boys or girls, but they must not restrict the types of subjects they teach as a result.

### **3. How we will meet the General and Specific duty**

The production of this Gender Equality Scheme provides us with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty, i.e. to produce a Gender Equality Scheme

(See Action Plan – Appendix 1)

### **3.1 Involvement of both males and females in developing the scheme**

All students, staff parents and members of the community who use the school premises have been involved in the development of the scheme. Their comments have been incorporated into the strengths/weaknesses section of the scheme (1.3)

### **3.2 Developing a voice for all students, staff and parents/carers**

Parents and students are involved in reviews, tutorials and transition planning. Students are involved in all aspects of school life; the school council is a forum for students to become involved in regular meetings and report its findings back to the Senior Leadership Team. Students are voted on to the School Council by their peers. This includes representatives from all races, gender and disabilities.

### **3.3 The Governing Body**

The governing body have been involved in the development of this scheme. Their comments have been included into the strengths / weaknesses section of the scheme.(1.3)

### **3.4 Removing Barriers**

Batchwood School has an 'open door' policy for all parents and carers who are invited into the school for meetings at mutually convenient times. Parents/carers both male and female are also invited to spend the day or part of the day in the school in order to observe their son/daughter both in lessons and around the school.

Pregnancy will not be used as a reason for exclusion. Health and safety cannot be used as a reason for preventing a pregnant student attending school.

All other Equality Schemes and school policies complement the Gender Equality Scheme in removing barriers to education.

### **3.5 Gender in the Curriculum, including teaching and learning**

Batchwood School constantly strives to develop positive attitudes in children and young people throughout the curriculum. We spend a considerable amount of time in developing the emotional intelligence of the students through individual and group work in tutor groups with mentors and a whole school ethos which encourages students to develop into positive young adults with realistic expectations.

The Behaviour Policy ensures that all students regardless of race, ethnicity, disability or gender are aware of the choices that they can make with regard to their behaviour and the consequences for their choices. We have a holistic approach to educating the whole child to become a functioning member of society.

In order to demonstrate commitment to the five ECM outcomes and compliance with the duty, the school is proactive about gender equality and addresses any sexist bullying or sexual harassment.

The basic skills in literacy target any group of students where there is an identified under-achievement in a particular area.

All students, male and female take part in all parts of the curriculum in KS3 and KS4.

In the area of sports; sporting activities at Batchwood School are not gender specific. There are boys' teams, girls' teams and mixed teams; all determined by ability not gender

### **3.6 Eliminating Harassment and Bullying**

The anti-bullying policy makes it clear that the school will not tolerate any incidents of bullying. We submit figures to county on a termly basis of any incidents of bullying. These figures are sub-divided into incidents of racist bullying. As a school we are able to identify clearly if any individual or group of individuals are being targeted. This is because we have very detailed behaviour forms and all information can be taken from the forms and patterns of behaviour or names can then be identified.

### **3.7 School Facility Lettings**

School Facilities Lettings is open to anyone in the community outside of school hours. (See School Lettings Policy)

### **3.8 Contractors and Procurement**

All staff appointments are open to both male and female. All teaching and support staff are aware of sensitive handling of female/male students, especially in the event of a restraint. (See Care and Control Policy). Issues of stereotyping are addressed in particular in PSHCE lessons.

### **3.9 Information, Performance and Evidence**

#### **a) Student Achievement**

Batchwood School is a special school for students with SEMH made up of boys and girls. Gender underachievement can vary from year to year. The students make between 1-2 levels progress in a key stage. .

#### **b) Learning Opportunities**

The school works closely with Connexions from year 9 onwards to ensure that post 16 placements are given careful consideration, including Improving Choices packages. Work experience placements are decided by student interest, availability and transport accessibility, never by gender.

### **c) Admissions, Transitions, Exclusions**

All student data on exclusions is monitored for patterns including gender. Both internal and external exclusions are related to the incident not the gender of the student.

Admissions are decided primarily by county, based on proximity to home and suitability of placement to address the young person's special needs. There are no actions to address an in-balance of male/female students as need for a special school placement is the criteria.

Transition from KS2-3 is carefully structured for all students. We try to ensure that no boy or girl is in a teaching group where they are the only member of that sex. This is not always possible where there is a huge discrepancy with attainment levels as groups are predominately determined by ability. However, this is balanced by the social and emotional needs of the student concerned.

### **d) Social Relationships**

Social relationships are addressed on a daily basis through assemblies and tutor time, as well as work with the SLT and visiting mentors with specific students. All sexist behaviour and language is challenged and recorded.

### **e) Employing, promoting and training male and female staff**

The local authority provides model policies and procedures to schools in the Manual of Personnel Guidance. The manual offers specific guidance to schools on supporting parents/carers in the workplace through a variety of methods and also gives guidance to schools on how to manage scenarios where members of staff are subject to domestic violence. Equal treatment should be given to male and female staff. Schools should consider the rights of parents in terms of flexible working and be consistent in their application of the policies.

The relevant section of the Manual of Personnel Guidance can be found at the following location:

<http://www.nottinghamschools.co.uk/eduweb/schools/schools-template.aspx?id=1188>

Section 12 – Family Friendly policies

Section 22 – Domestic Violence

Also see the employment section of the Equal Opportunities Commission (EOC) website

<http://www.eoc.org.uk.Default.aspx?page=15412>

Any employee undergoing gender reassignment would be fully supported at Batchwood School. Should this scenario become an eventuality, a support system would be put into place to support the existing staff who intend to 'transition' whilst at work.

### **3.10 Impact Assessment**

All parents, staff and students to receive a questionnaire on a three year cycle in order to develop the new Action Plan and revise the existing scheme. Example of parent / carer, staff and governor questionnaires included – See appendices 2, 3 &4.

### **3.11 Reviewing and Monitoring**

The Action Plan will be an on-going monitoring tool, with the whole scheme reviewed annually and revised where necessary on a three year cycle.

The scheme will be available for parents upon request and eventually be available on the school web-site, as with all policies and schemes. Information will also be included in the school brochure to ensure that all parents/carers are made aware of the scheme.

**Action Plan Reviewed. All actions implemented and completed:**  
Autumn term 2015

**Senior Member of Staff Responsible**      **Headteacher**

**Designated Member of Staff**              **Headteacher**

**Governor Responsible**                      Chair of Governors Kerry Pollard



## Questionnaires to use with Staff when setting gender equality policy to create new plan

### Appendix 2

#### Gender Equality Questionnaire – STAFF (Return to A Spencer)

Name (optional)	male / female / transgender (please indicate)	Agree	Not sure	Disagree
I am aware that the school has a gender equality policy and is regularly reviewed				
I can challenge behaviours/procedures in the work place that I feel discriminate against gender				
I believe the school's gender work balance is a reflection of those at many educational establishments				
I believe my marital status (single/married/partner) has an impact on the way the school treats me/allows me opportunities				
I believe the school's workforce is treated equally (males/females/ transgender) with regard to financial benefit and reward				
I believe the school reacts positively to requests for flexible working hours from males /females / transgender / to enable childcare arrangements to be met				
I believe the school would react equally to requests for time off for caring for dependents from male / female / transgender				
I believe the school's workforce is allowed equal career opportunities				
I believe that the gender balance of the school does not impact the curricular learning of the children who attend				
<b>STUDENT ISSUES</b>		<b>Yes</b>	<b>Not sure</b>	<b>No</b>
Are you aware of how you divide your attention between boys/girls?				
In thematic work do you allow freedom of choice, even if this allows the continuation of stereotypical choices?				
Do you punish students by making them sit by members of the opposite gender?				
Do you have different expectation of students because of gender?				

Please use this space and the back of the questionnaire to make further comment on any of the above statements / questions you have made/answered.

There is no compulsion to complete this form; it is your opportunity to comment.

All comments will be taken into account when writing/ revising the Gender equality Scheme.

**Appendix 3**  
**Batchwood School**  
**Gender Equality Questionnaire – Parents / Carers (Return to A Spencer)**

Name (optional)	male / female / transgender (please indicate)	Agree	Not sure	Disagree
I am aware that the school has a gender equality policy and is regularly reviewed				
I believe that the gender balance of the school does not impact the curricular learning of the children who attend				
I believe the school's gender work balance is a reflection of those at many educational establishments				
I believe I would challenge behaviours at the school that discriminate against gender				
I believe that the gender balance of the school does not impact the social development of the children who attend				
I believe that the children who attend Batchwood School are treated equally regardless of their gender				
I believe that the facilities available at Batchwood School, (showers, toilets etc) are appropriate for boys and girls				
I believe that the curricular activities offered to the children who attend Batchwood School are appropriately balanced for both boys and girls				

Please use this space and the back of the questionnaire to make further comment on any of the above statements you have made.

There is no compulsion to complete this form; it is your opportunity to comment.

All comments will be taken into account when writing/ revising the Gender Equality Scheme.

If you have any specific questions, please submit on this form.  
Thank you

**Appendix 4 Batchwood School  
Gender Equality Questionnaire – Governors (Return to A Spencer)**

<b>Name (optional)</b>	<b>male / female / transgender (please indicate)</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>
I am aware that the school has a equality policy which is regularly reviewed				
I believe that the gender balance of the school does not impact the curricular learning of the children who attend				
I believe the school's gender work balance is a reflection of those at many educational establishments				
I believe I would challenge behaviours at the school that discriminate against gender				
I believe that the gender balance of the school does not impact the social development of the children who attend				
I believe that the children who attend Batchwood School are treated equally regardless of their gender				
I believe that the facilities available at Batchwood School, (showers, toilets etc) are appropriate for boys and girls				
I believe that the curricular activities offered to the children who attend Batchwood School are appropriately balanced for both boys and girls				
<b>Governing body proceedings/duties</b>		<b>Yes</b>	<b>Not sure</b>	<b>No</b>
Governing body proceedings are accessible to both men and women, e.g. timings of meetings, workload expectations				
Do you encourage male, female and transgender parents/carers/community members to become governors?				
Is one particular gender group under-represented on the governing body?				
Have you identified any barriers: physical, curriculum, information / communication etc (perceived or real) which impact on one gender group more than another?				
If so, what do you have in place to address this?				
Do you encourage fathers as well as mothers to come into school to experience the school learning environment etc.?				
As a governor, do you feel able/ prepared / sufficiently knowledgeable to deal with a complaint / concern from a parent / member of staff with regard to gender issues?				

Please add any additional comments you wish to make on an additional page or by enlarging the boxes.

Completing this questionnaire is optional. Thank you