



Gender Equality Policy

(see also Inclusion; EAL; Gifted and Talented; Race Equality; SEND, Equal Opportunities, Equalities Plan)

1 Introduction

- 1.1 At Goodmayes Primary School we endeavour to foster independent and enthusiastic learners who strive to achieve their potential and nurture responsible citizens who have respect for all members of the community.
- 1.2 All schools now have a duty to eliminate unlawful sexual discrimination and harassment and to promote equality of opportunity between girls, boys, men and women. The Equality Act 2006 and 2010 extended these protected characteristics and makes discrimination unlawful on the grounds of sexual orientation and gender reassignment.

2 Aims and objectives

- 2.1 At Goodmayes School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender, sexual orientation and gender reassignment.
- 2.2 We value and respect individual differences and provide our pupils with opportunities to meet a diverse range of role models.
- 2.3 We aim to take positive steps to address gender equality, attempting to overcome barriers that can prevent both pupils and staff from achieving and making the most of opportunities available.
- 2.4 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.5 We challenge gender bias, personal prejudice, gender-based bullying and harassment, violence and stereotypical views whenever they occur. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Gender equality

- 3.1 We recognise that nationally the achievement of boys can fall behind that of girls in some subjects. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.



- 3.2 We have put in place a number of measures to raise the achievement of the boys. These include:
- dealing with aspects of boys' behaviour, including bullying and name-calling, which can affect their progress;
 - removing gender bias from our resources;
 - making sure that our displays reflect boys and men as effective learners and achievers;
 - identifying strategies and resources that appeal to boys learning style
 - encouraging boys to read fiction and choose texts that reflects boys' interests.
- 3.3 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.
- 3.4 At Goodmayes we aim to make a positive contribution to our pupils feeling safe and being able to enjoy and achieve within the school environment by taking a key role in shaping the values and attitudes of children and taking a lead in challenging gender-based harassment, harmful sexual behaviour, bullying, violence and stereotyping.
- 3.5 We endeavour to make a positive contribution to our pupils achieving economic wellbeing in the future by taking a lead in challenging gender-based stereotyping in subject and career choice as part of the whole school curriculum.
- 3.6 We implement our PSHE, RSHE, Citizenship and other relevant schemes of work and practices that challenge issues around gender bias and gender inequality.

4. The role of governors

- 4.1 In this policy statement the Governing Board has set out its commitment to gender equality and it will continue to do all it can to ensure that irrespective of sexual orientation, both sexes of the school community are treated both fairly and equally. We will prepare and publish an Equality Plan identifying our gender equality goals and actions to meet them.



4.2 The Governing Board collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- progress and attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

4.3 The Governing Board seeks to ensure that no gender group is discriminated against when applying for jobs at our school.

4.4 The Governing Board ensures that no-one is discriminated against whilst in our school on account of their sex, religion or belief, race, sexual orientation and gender reassignment. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

5 The role of the Headteacher

5.1 It is the Headteacher's role to implement the school's policy on gender equality and she is supported by the Governing Board in so doing.

5.2 It is the Headteacher's role to make sure that all staff are aware of the school policy on gender equality and that teachers apply these guidelines fairly in all situations.

5.3 The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against.

5.4 The Headteacher promotes the principle of gender equality when developing the curriculum, and in providing opportunities for training.

5.5 The Headteacher promotes respect for other people in all aspects of school life; in assemblies, for example, respect for other people is a regular theme, and in displays around the school.

5.6 The Headteacher views all incidents of unfair treatment arising from gender issues with due concern.

6 The role of the class teacher

6.1 Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.



- 6.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of boys and girls
- 6.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach gender issues. We recognise that boys and girls often have different learning styles and needs and plan our lessons with this in mind.

7. Monitoring and review

- 7.1 It is the responsibility of our Governing Board to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of boys and girls, comparing their progress and to the progress made by boys and girls in other schools;
 - monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
 - require the Headteacher to report to governors annually on the effectiveness of this policy;
 - take into serious consideration any complaints from parents, staff or pupils regarding gender equality;
 - monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from a particular gender are not unfairly treated.
- 7.2 We have prepared an Equality Scheme Action Plan identifying our equality goals and actions to meet them.
- 7.3 The Governing Body will review this policy in the Spring Term 2024, or earlier if it is considered necessary.

Signed: *A. K. Garland*

Andrew Garland
Inclusion Governor

Millie Davis
Inclusion Governor

Samina Jaffar
Headteacher

Approved by Governors:
Review Date:

Spring Term 2022
Spring Term 2024