

BURFORD SCHOOL



Burford School

Gender Equality Scheme

Approved by Governing Body: 12th May 2008

Date of Review: May 2009

Further consultation and revision: May 2011

1. School Ethos, Vision & Values

- 1.1 What do we understand by “gender”?
- 1.2 Schools Strategic Priorities
- 1.3 Strengths & Weaknesses

2. The Duties

- 2.1 The General Duty
- 2.2 The Specific Duty

3. How we will meet the General Duty & Specific Duty

- 3.1 Involvement of both Males and Females in developing the Scheme
- 3.2 Developing a voice for all pupils, staff and parents/carers
- 3.3 The Governing Body
- 3.4 Removing Barriers
- 3.5 Gender in the Curriculum, including teaching and learning
- 3.6 Eliminating Harassment and Bullying
- 3.7 School Facility Lettings
- 3.8 Contractors & Procurement
- 3.9 Information, Performance and Evidence
 - a. Pupil Achievement
 - b. Learning Opportunities
 - c. Admissions, Transitions, Exclusions
 - d. Social Relationships
 - e. Employing, promoting and training male and female staff
- 3.10 Impact Assessment
- 3.11 Reviewing/Monitoring

Review Date

Senior Member of Staff Responsible

Governor Responsible

Appendix 1 GES Action Plan

Gender Equality Scheme

1. School Ethos, Vision & Values

Burford School is committed to ensuring equal treatment of all its employees, pupils and any 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. This school will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, pupils, governors, parents, visitors and all those using the services of the school, irrespective of gender. The achievement of all pupils will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At **Burford School** we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit.

Burford School has the following policies:

- Equal Opportunities
- Disability Equality Scheme
- Race Equality 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 refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

*For other definitions see About Gender <http://www.gender.org.uk>
University of Wales Institute Cardiff
<http://www.uwic.ac.uk/shss/dom/newweb/Gender/Home.htm>*

1.2 School's Strategic Priorities

Using the current School Development Plan we would use the Duty in the following areas:

Implementation of new Literacy framework

- monitoring the attainment and achievement of boys and girls and ascertaining any gender bias in the results
- avoidance of gender stereotyping in the selection and use of reading books

Purposeful use of ICT to develop links across the Creative Curriculum

- ensure that boys and girls have equality of access to computer use
- avoid gender stereotyping in the choice and use of software

Promote Social and Emotional Aspects of Learning (SEAL) as part of Healthy Schools

- promotion of emotional health to eliminate bullying and discrimination, ensuring that children understand the implications of their words and actions
- development of skills which promote positive behaviour and effective learning

1.3 Strengths & Weaknesses

The school consulted pupils (via the School Council), parents, governors, staff and community users to gather information on issues of gender equality within its work and identified strengths and weaknesses. 61 responses were received, of which 50 were from parents.

School staff did not feel there was any inequality in school policies and practices, progression, CPD or pay between males and females. The provision of toilets for male staff and visitors is inadequate.

Equal opportunities provided in sport were seen as a strength. Parents felt that Burford School provides equality of opportunity for both boys and girls and favourable comments were made on the uniform and that literature is not based on preconceived ideas of gender. Two parents said that some teaching staff made comments about how girls are better at performing some tasks than boys.

The School Council also said that girls are chosen for tasks by teachers because they are more sensible. In the playground boys tend to monopolise the court area to play football, when girls want to play netball and basketball. In games boys like active games and girls like calmer games. Girls are able to play the same games as boys if they wish. Some girls have been teased by boys because they work hard. Pupils have excellent role models of both genders in the school staff, helping parents and visitors. Boys and girls felt able to take part in all areas of school life.

One parent felt that sometimes short notice of events made it difficult for working mothers to help out eg with transport to sporting events. The remaining parents did not feel there were any aspects in their contact with the school which discriminated unfairly against either women or men.

2. The Duties

The Equality Act 2006 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 seek to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

2.2 The Specific Duty

We will:

- consult school staff, pupils, governors, 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 educational 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 reasonably possible (usually within three 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 and in the school newsletter.
- monitor and review our progress, reporting on our progress annually
- review and revise this Scheme every three years

3. How we will meet the General Duty & 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 for our school.

Our key actions are as follows:-

- provision of a suitable toilet for male staff
- ensuring equitable use of the playground facilities for boys and girls at breaks and lunchtimes
- talking to boys and girls about fair play for all
- ensuring that teaching staff entrust boys and girls with non-curricular tasks
- ensuring that staff encourage all pupils in all tasks in a gender-neutral way
- ensure that adequate discussion takes place to address teasing of girls who work hard by boys
- endeavour to recruit more male staff to teaching positions
- remain sensitive to the needs of working parents

3.1 Involvement of both Males & Females in Developing the Scheme

The school consulted pupils (via the School Council), parents, governors, staff and local community users to gather information on issues of gender equality within its work. 61 responses were received, of which 50 were from parents. Their responses have been taken into account while developing the scheme. The School Council and staff have been consulted on the action plan and their comments integrated within it.

No community users of the school cited any examples of situations which discriminate unfairly against males or females. Single sex community users had the same opportunities as mixed sex users.

3.2 Developing a voice for all pupils, staff and parents/carers

The pupils have a voice in the school through the School Council. Exit surveys are done with pupils and staff when they leave. Pupils take part in public life by: writing articles for the local Valley News; raising money at the Rose Carnival; joining local groups such as Baden Powell; collecting and delivering harvest gifts for the elderly; playing sports with other local schools and at Wycombe Wanderers club ground and entertaining the senior citizens with their concerts. Staff and parents are often involved in these events. All the events are open equally to boys and girls, men and women.

The Travel Plan Group, led by parents, has won several awards for its travel activities. The group runs the 'Go for Gold' walk to school scheme which involves a majority of the children in the school.

The Rose Carnival (fundraising held jointly by Friends of Burford and the Playing Fields Committee) runs a competition before the summer event. The winning girls become the Rose Queen and her princess. The boys receive a small prize. Discussions are being held to make the rewards for winning the competition more equal for boys and girls.

3.3 The Governing Body

Governing body meetings alternate between late afternoon and evening meetings to try and give equal opportunity for those working and those with childcare needs to be addressed.

The governing body endeavours to keep the parent body informed of its activities by fortnightly newsletters and meetings. Governors are accessible at the school gate. Parental questionnaires are done periodically.

Five governors are parent governors and several parents are governors in other categories. There is a good gender balance on the governing body:

Parent	3F	2M
Community	2F	2M
Local Authority	1F	2M
Staff	3F	1M
Total 16	9F	7M

3.4 Removing Barriers

The consultation identified no barriers to attendance at school events. Traditionally a good proportion of fathers attend parents' evenings and parents' meetings. Male and female helpers are used for school trips and after-school activities.

Visitors of both genders attend the school to talk to pupils about their work and lives.

3.5 Gender in the Curriculum, including teaching and learning

Male and female visitors and speakers come into the school to talk to the children and provide good role models. Gender stereotyping is rare in the school but will be discussed at staff meetings to increase awareness. In drama girls play male roles and boys play female roles without problem.

Girls and boys play rugby, cricket, table-tennis, basketball and go orienteering. Boys have the opportunity to play netball. A gymnastics club is proposed which will be open to girls and boys.

3.6 Eliminating Harassment and Bullying

The school has an Anti-Bullying Policy which has clear definitions and actions to be taken. During Circle Time and PSHE children are helped to understand their feelings and those of others in order to build good relationships.

3.7 School Facility Lettings

The school facilities are used by Friends of Burford (PTA); Baden Powell groups; the Parish Council; Playing Fields Committee; private music teachers and after school sports groups.

During the school day there are visits from peripatetic music teachers from Wycombe Music Centre; Local Authority and Health Authority officials; school nurses and other visitors who speak to the children – both male and female.

The corridors, car park and drive are well lit at night.

No community users of the school cited any examples of situations which discriminate unfairly against males or females. Single sex community users had the same opportunities as mixed sex users.

3.8 Contractors & Procurement

Bucks County Council has a Gender Equality Scheme and some contractors are procured through them.

3.9 Information, Performance and Evidence

a. Pupil Achievement

Raiseonline gives detailed information about the achievement and attainment of boys and girls. School performance information is compared to National and Local Authority data to ensure that pupils are making appropriate progress when compared to all schools and to schools in similar circumstances.

Regular assessments are made of pupils' learning and this information is used to track pupils' progress as they move through the school. As part of this process the performance of different groups is regularly monitored to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans. Resources are focussed on all children who are not progressing as they should, not in a gender-specific way. The aim is to increase standards across the board.

Boys do find writing harder but their results are not significantly lower than those of the girls. Some differences are apparent because of particular cohorts of children.

The governing body receives regular updates on pupil performance information through its Curriculum committee.

b. Learning Opportunities

It is planned to do a survey on girls' aspirations, at various stages in the school.

c. Admissions, Transitions, Exclusions

Exclusions are very rare at Burford, with no particular pattern of gender bias.

Admissions are allocated by the Local Authority, with no input from the school. Admission criteria currently depend on social need, home address (catchment area), siblings and distance from the school.

Children move to secondary school at the end of Year 6. The majority of pupils sit the 11+. The outcome of the selection procedure determines the secondary school. In Bucks there are single sex grammar schools, co-educational grammar and upper schools.

d. Social Relationships

Social relationships are generally good and are discussed in Circle Time and PSHE.

e. Employing, promoting and training male and female staff-

Men are under-represented on the school staff (one male teacher, one male teaching assistant and a male caretaker). In recent rounds of teaching job vacancies there were no male applicants. However, for vacancies for the autumn term 2008 there were several applications from male teachers and two have been appointed.

Consultation with staff members revealed no inequality between the sexes in the school policies or practices. There was no inequality in progression, CPD or pay. Promotion and training opportunities are available equally to male and female staff.

3.10 Impact Assessment

The school's policies will be assessed for gender equality at the time of their review. The rolling programme of review is currently being updated.

The action plan includes the means of impact assessment and timescales.

3.11 Reviewing/Monitoring

The boys and girls of the School Council and male and female staff have been consulted on the action plan and their comments integrated within it.

The Diversity Working Group will review the scheme each summer term and evaluate its success, reporting back to the Governing Body. Revisions will be made if necessary. Comment will be included on the school website and parents informed in the school newsletter. Further consultations will be undertaken at the end of the 3 years and the Scheme revised in the light of the responses.

Review Date	May 2009
Senior Member of Staff Responsible	Headteacher
Governor Responsible	Pattie Beresford

Appendix 1 GES Action Plan