



# KING JAMES I ACADEMY

## Gender Equality Policy

Date adopted by Governors: September 2018

Date of Next Review: September 2021

## **Gender Equality Policy**

### **1. Introduction**

1.1 King James I Academy is committed to ensuring equal treatment of all its employees, students and any others involved in the Academy 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 Academy will not tolerate harassment of people based on their gender or transgender status.

1.2 Definition of "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 identity.

1.3 We will actively seek to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity in all aspects of Academy life

### **2. The Gender Equality Duty**

2.1 This Gender Equality Policy provides the Governing Body and the Academy with a framework for integrating gender equality into all aspects of Academy life and demonstrates how we are seeking to meet the specific duty for the Academy.

2.2 We will:

- consult teaching and non-teaching staff, students, parents/carers and other stakeholders to help determine our gender equality objectives;
- gather and use information on how the Academy's policies and practices affect gender equality in the workforce and in the delivery of services;
- assess the impact of our current and proposed policies and practices on gender equality;
- take appropriate action to remedy any policy/practice which inhibits or contravenes gender equality;
- Report against the policy every year and review the policy at least every three years.

2.3 Our key actions will be:

- To take into account relevant advice and guidance from government, the Commission for Equality and Human Rights;
- To ensure that all the policies and procedures concerning equal opportunities for employees are reviewed and amended appropriately if necessary (e.g. appointments, pay and conditions of service, performance management, capability and discipline procedures);
- To review the Staff Handbook to ensure that the Academy's equal opportunity objectives and procedures are fully explained;
- To ascertain from staff whether the Academy is perceived by them as being the equal opportunity employer it aspires to be;
- To use this policy to try to eliminate harassment and discrimination;

- To collect information on gender with regards to both students and staff and to use this information to improve the provision of services;
- To offer all students regardless of their gender the opportunity to participate in extra curricular activities, plays or trips;
- To monitor student achievement by gender, acting upon any trends or patterns in the data as necessary;
- To offer students of both genders encouragement to participate in all aspects of Academy life;
- To offer students of both genders the same or similar opportunities to participate in physical activity, both during and outside of Academy hours;
- To monitor bullying and harassment of students and staff, and to use this information to determine future policy;
- To ensure that stereotypes in terms of gender are actively challenged in all aspects of the life of the Academy;
- To ensure the Academy environment is as accessible and welcoming as possible to visitors of both sexes. Open evenings and other events which parents or carers attend will be held in an appropriately accessible part of the Academy;
- To encourage parents of both genders to participate in their child's education e.g. attending parents' evening/ options evening; and
- To ensure our Governing Body is representative of the students, staff and local community that they serve.

### **3. Gender Equality for all students**

3.1 The Every Child Matters framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical, emotional and mental well being, and providing children and young people with opportunities to make positive contributions to their local communities.

3.2 The framework is structured around five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

3.3 All of these outcomes have significantly different dimensions for girls and for boys. By examining these differences we can better deliver on the outcomes of our gender equality objectives. Below are examples and evidence that illustrate some of the gender dimensions of the framework that we will need to consider:

- **Be healthy:** Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls and boys in, for example, mental health, attitudes to sport and exercise, sexual health, sexual abuse and smoking. The identification and assessment of young people's health needs must recognise these and other factors. In the promotion of healthy lifestyles, King James I Academy recognises that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so. As part of our drive to sustain and promote gender equality, we will continue to actively engage with the national 'Healthy Schools' programme.
- **Stay safe:** The different needs of boys and girls will be taken into account. The key aims of keeping students "safe from bullying and discrimination" and "safe from violence and sexual exploitation" have high relevance to gender equality. Differences in the way boys and girls are bullied need to be examined - the National Union of Teachers has highlighted the problem of sexual bullying for girls, and the

link has been made between homophobic bullying and suicide for boys. The issues of gender-based violence and sexual exploitation need to be addressed, especially in light of research findings reporting worrying attitudes of boys to violence against women.

- Enjoy and achieve: Boys are still behind girls in overall Academy performance. The gender gap in attainment is significant in literacy and language. The underachievement of boys is clearly important but this overall gap masks the fact that particular groups of boys are doing well, whilst some groups of girls are underperforming. We must also examine how factors such as ethnicity and social class impact upon the achievement of boys and girls. Girls' educational achievements, however, are not necessarily helping them to take up well-paid jobs. Eliminating gender stereotyping in Academy education, in vocational training, and in careers choices is a vital step towards tackling the gender pay gap in employment. It is clear that the link between the 'enjoy and achieve' and the 'achieve economic well-being' outcomes is vital in ensuring achievements lead to economic gains.
- Make a positive contribution: 'Develop positive relationships and choose not to bully and discriminate' are among the aims under this part of the framework. As well as having robust and well-implemented policies to tackle sexist stereotyping, bullying, and sexist and sexual forms of harassment, we will use PSHE sessions and Academy assemblies to challenge the assumptions which underlie this behaviour. We will also challenge anything that promotes gender-based violence, gender stereotyping and/or homophobic bullying.
- Achieve economic well-being: We will challenge practices that promote or encourage occupational segregation, which is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The Equal Opportunities Commission found that it is girls from lower socio-economic groups particularly who suffer as a result of stereotyping and from a school system without an agenda to widen choices. We will aim to provide impartial careers advice and guidance.

#### **4. Gender in the Curriculum, including teaching and learning**

- 4.1 King James I Academy develops positive attitudes in children and young people, challenges stereotypes and promotes positive role models throughout the curriculum. We will continue to make a coordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential. We will collect data on the performance of our students on a regular basis across a range of issues, to enable us to monitor progress, identify trends and patterns, and intervene accordingly.

#### **5. Student Achievement**

- 5.1 Raising attainment will be approached using a variety of methods and encompass a whole Academy, holistic commitment to breaking down stereotypical gender cultures, which:
- recognises that social and cultural factors will impact on how students view gender, and this will affect how they engage with learning
  - encourages classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning
  - Includes teaching and classroom-based approaches appropriate for the whole Academy population. One learning style is not applicable to all boys or all girls, and approaches that appeal to boys are equally likely to appeal to girls, and vice versa. Good quality teaching will be suitable and desirable for both sexes.

#### **6. Learning Opportunities**

6.1 All students will have an entitlement to the best learning opportunities that we can provide. We will pay particular attention to our offer of impartial advice and guidance for progression routes within and beyond the Academy:

- We will offer taster sessions to widen career choices;
- Work experience opportunities will provide activities for young people which encourage them to think about a wider range of career options;
- Presentations from outside agencies and prospective employers will help students understand jobs and services whilst exploring learning pathways and qualifications;
- We will offer careers events, with workshops featuring cross-curricular themes such as gender stereotyping, healthy living, key skills, and employability.

## **7. Admissions, Transitions, Exclusions**

7.1 The Local Authority is the relevant body on admissions and will not countenance any form of discrimination in offering a place at the Academy.

7.2 Exclusions will always be based on the Academy's Behaviour Management Policy and our Code of Conduct, but termly analysis will be carried out to ensure that any gender discrepancies are identified and dealt with.

## **8. Eliminating Harassment and Bullying**

8.1 The Anti-Bullying Policy indicates clearly how discrimination, bullying, harassment of all children, young people and adults will be tackled regardless of gender. Sexual and sexist bullying and violence: Sexual bullying can be broadly defined as any bullying behaviour, physical or non-physical, that is based on a person's sexuality or gender. This also includes transphobic bullying on the basis of a person's perceived gender, or alternative gender expression. It is not just inappropriate language but also gossiping about someone's rumoured or actual sex life, comments about someone's appearance or attractiveness, inappropriate touching, sexual innuendos and propositions, graffiti with sexual content, the creation of internet porn sites, watching films of sexual abuse on mobiles, and in its most extreme form sexual assault and rape.

## **9. Gender Equality for Parents/Carers**

9.1 King James I Academy will exercise and promote contact with parents/carers in a non-discriminatory manner, giving due regard to any legal rights and responsibilities which may have been promulgated by the courts.

## **10. Gender Equality for Academy Staff**

10.1 In exercising their employment functions the Governing Body will pay due regard to the need to promote gender equality and eliminate discrimination and harassment. They will also bear in mind that the gender duty extends to the elimination of discrimination and harassment towards transsexual staff. The Governing Body will give due consideration to decisions relating to such issues as recruitment, equal pay, flexible working, maternity and paternity leave, childcare and the care of the elderly and/or infirm, leave of absence, grievance and disciplinary procedures and training opportunities.

## **11. Academy Facility Lettings**

11.1 The Academy facilities are used by the local community, and at such times accessible to both men and women. Care will be taken not to allow discriminatory activities and/or events. Due consideration will be given to the location of events around the Academy site. There is adequate lighting in the car park/corridors at evening events and for reasons of personal safety; an Academy caretaker is always on site during these times.

## **12. The Role of the Governing Body**

12.1 The legal responsibility for implementing the gender equality duty rests with the Governing Body. The Governing Body has a general responsibility for the conduct of the Academy with a view to promoting high standards of educational achievement including:

- Setting targets for student achievement
- Making sure the curriculum is balanced and broadly based
- Appointing staff and reviewing staff performance and pay

12.2 Understanding the impact of gender and implementing the gender equality duty will help the Governing Body ensure that the needs of girls and boys and women and men are met, and will support their overall goal of promoting high standards of educational achievement. The Governing Body will ensure that the Academy reports annually on progress in implementing the gender equality duty. This is an opportunity for governors to ensure that the gender equality objectives chosen are the right ones, and that action is being taken to meet these objectives.

## **13. Reviewing/Monitoring**

13.1 The Head teacher will report annually to the Governing Body on the actions that the Academy has taken or intends to take to meet the gender equality duty. The Governing Body will review their gender equality policy at least every three years.