



Gender Equality Scheme



1 Introduction

The Academy is committed to promoting equality of opportunity for the benefit of everyone. The Oasis Community Learning Board and Academy staff recognise their responsibilities in preparing young people for life in a culturally diverse society. They also recognise the opportunity to demonstrate that commitment both as a community resources provider and as a local employer.

2 The Gender Equality Duty (GED)

2.1 The Equality Act 2006 established a Gender Equality Duty for the public sector;

2.2 Public bodies, which include academies, have to be proactive in promoting gender equality within the services and employment they provide; and

2.3 The Duty requires the promotion of equality between men and women to eliminate unlawful sex discrimination and harassment.

3 Aims

3.1 The Oasis Community Learning Board and this Academy aim to create and maintain an environment that will:

- Promote equality of opportunity;
- Promote good relations between members of different racial, cultural and religious groups and communities regardless of gender; and
- Challenge any gender discrimination with a view to eliminating unlawful discrimination.

3.2 The aims of this policy are to:

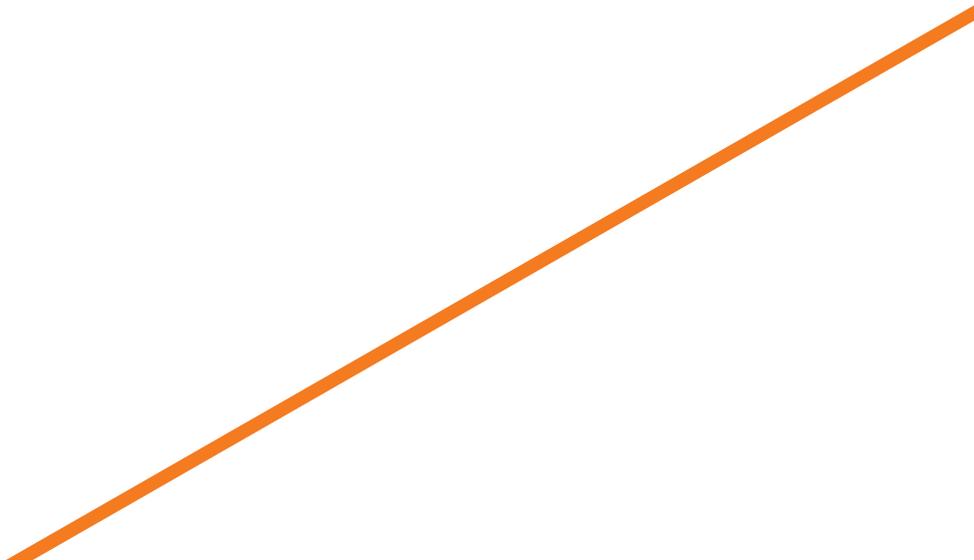
- set out the Academy's ethos, vision and values;
- provide information on the arrangements for the Gender Equality Scheme;
- establish a timescale for an assessment of the impact of policies and procedures;
- arrange that the results of consultation and impact assessment are reported to the Academy Council and Oasis Community Learning; and
- ensure that staff are involved in development of the Gender Equality Policy.

4 The Academy Ethos, Vision and Values

4.1 This Academy is committed to ensuring equal treatment of all its employees, students and any others involved in the academy community, regardless of gender. The Academy will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery;

4.2 The Academy will not tolerate harassment of people based on their gender or transgender status; and

4.3 This policy should be read alongside the Academy's other equal opportunity policies.



5 Commitment to Equal Opportunities

The commitment to gender equality must be evident in all areas of Academy life. However, that commitment is specifically made by Oasis Community Learning and the Council in relation to:

- Staff recruitment and professional development;
- Staff opportunities and treatment at work; and
- Resources and services for the community.

6 Commitment to Staff Equal Opportunities

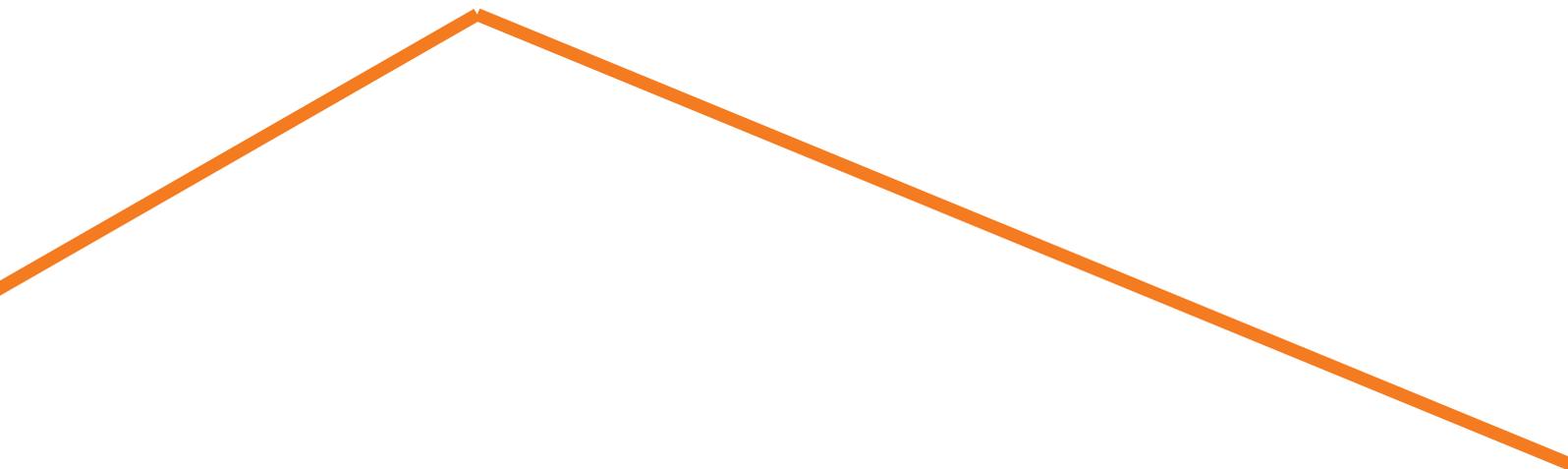
6.1 Oasis Community Learning's policy is that the Academy Council will ensure that the requirement to promote gender equality is clearly reflected in the Academy's management of staff policies and procedures and in the equal opportunity policies that affect the staff, students and others;

6.2 Equal Opportunities for gender will be considered when managing staff issues, and particularly when:

- Recruiting Staff;
- Allocating teaching and learning responsibilities;
- Re-evaluating staff structures;
- Managing flexible working;
- Managing parental and carers leave;
- Managing pregnancy and return from maternity leave;
- Sexual and sexist harassment;
- Applying grievance, capability and disciplinary procedures;
- Managing Equal Pay; and
- Managing work based training opportunities.

6.3 Bullying and harassment of staff will be monitored and the information used to determine future policies; and will be part of the HR analysis system.

6.4 Government guidance on employment issues is in Appendix 6.



7 Commitment to Student Equal Opportunities

7.1 The Academy is guided by three essential principles:

- Every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

These principles will underpin the Academy's curriculum, and all subject areas must have regard to them when constructing programmes of study.

Government guidance on gender issues in Every Child matters is in the Appendix 3, 4 and 5.

8 The Specific Duty

The Academy will:

- consult teaching and support staff, students and parents to help determine and review the gender equality objectives;
- gather and use information on how the Academy policies and practices affect gender equality – both in the workforce and in the Academy's education functions;
- produce a Gender Equality Scheme identifying the gender equality goals and actions to meet them;
- set a timetable for and implement as soon as reasonably possible the actions identified;
- assess the impact of the current and proposed policies and practices on gender equality and publish the impact assessments on the Academy website/Academy newsletter; (or what?)
- monitor and review progress, reporting on progress annually; and
- review the Gender Equality Scheme every two years.

9 Action

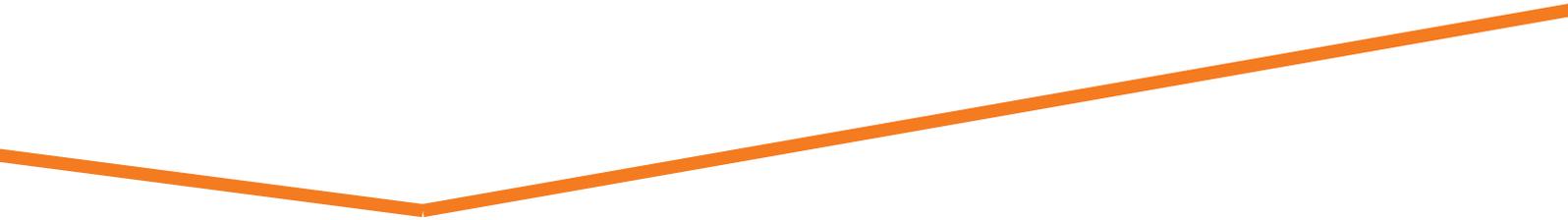
9.1 The production of this Gender Equality policy provides the Academy with a framework for integrating gender equality into all aspects of academy life and demonstrates how the Academy is seeking to meet the specific duty i.e. to produce a Gender Equality Scheme for the Academy.

9.2 The Academy will:

- keep under review the gender equality scheme, showing how the Academy intends to fulfil the general and specific duties on a short-term and long-term basis;
- consider the need to include objectives to address the causes of any gender pay gap in formulating the overall 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;
- consult staff, parents and Academy Council, and take account of relevant information in order to determine on-going gender equality objectives;
- assess the impact of the Academy's current and proposed policies and practices on gender equality;
- implement the actions set out in the scheme within three years, and to review actions annually thereafter;
- report against the scheme every year and review the scheme at least every three years.

9.3 Eliminating Harassment and Bullying

The Academy's Anti-Bullying policy and Protection from Harassment at Work policy include clear guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with regardless of gender.



The key actions are set out in Appendix 2.

10 Involvement of both Males and Females in Developing the Scheme

- 10.1 Staff, students, and parents who may use academy facilities will be involved in developing and reviewing the Scheme. (In this policy the term ‘parents’ means anyone who has parental responsibility for a child)
- 10.2 At the Options Evenings for Year 9 the Academy discusses the curriculum choices feedback from individual students and parents

11 Developing a voice for all students, staff and parents

- 11.1 The Every Child Matters framework seeks to ensure that every student is supported and enabled to achieve. This means having regard to their physical and mental well being, and providing students with opportunities to make positive contributions to their local communities.
- 11.2 The framework is structured around five outcomes:
- Be healthy;
 - Stay safe;
 - Enjoy and achieve;
 - Make a positive contribution; and
 - Achieve economic well-being.
- 11.3 All of these outcomes have significantly different dimensions for girls and for boys. By examining these differences the Academy can better deliver on the outcomes of the gender equality objectives.
- 11.4 Examples illustrating some of the gender dimensions of the Every Child Matters framework are set out in Appendix 3.

12 Responsibilities

- 12.1 Promoting gender equality and raising the achievement
Promoting gender equality and raising the achievement of all students regardless of gender is the responsibility of the whole academy staff, including support staff.
- 12.2 Employer duties
Oasis Community Learning’s policy is that the Academy Council will ensure that the requirement to promote gender equality is clearly reflected in the Academy’s management of staff policies and procedures and in the equal opportunity policies that affect the students and others.
Oasis Community Learning will ensure that account is taken of the equal opportunity principles and policies in the managing of staff and student issues.

Oasis Community Learning will ensure that all Oasis Community Learning academies make and maintain equal opportunity policies.

Oasis Community Learning will monitor the progress of its policies annually, and will review the policies at least every two years.

12.3 The Academy Council

- The Academy Council and Academy HR Officer will jointly assess and monitor the impact of this policy by reviewing the implementation of the policy annually, and will review the policy itself every two years.
- The Council will appoint an Equal Opportunities Officer (EEO)
- One member of the Academy Council may act as designated Council member for Equal Opportunities, which will include responsibility for liaising with the EEO on the Gender Equality Duty.
- The Academy Council will report annually to Oasis Community Learning on the working of the policy.
- The Academy Council will receive reports from the Principal every term.

12.4 The Principal

The Principal will demonstrate through personal leadership the importance of this policy, and will.

- appoint an Equal Opportunities Officer (EEO) who is a senior member of staff and will have the promotion of gender equality as part of his/her job description. This person will have similar responsibilities for other areas of equal opportunities;
- monitor the work of the Academy's EEO;
- ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy;
- ensure that procedures are in place to implement the policy;
- assess the impact of this policy through developing an action plan (appendix 1);
- liaise with parents;
- make a report each term on the working of the policy to the Academy council.

Where additional funding is available for raising the achievement of minority ethnic students, the Principal will ensure that the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.

12.5 Equal Opportunities Officer (EEO)

The Principal will appoint a senior member of staff to be responsible for equal opportunities policies. This Equal Opportunities Officer (EEO) will be responsible to the Principal for:

- the implementation of the policies;
- liaison with Academy council, staff, parents, and students over equal opportunity issues;
- liaison as appropriate to ensure that gender equality is promoted in the curriculum;
- keeping up-to-date with current thinking;
- collection of relevant information;
- attending appropriate courses and training sessions;
- relevant training and support of Academy staff;
- ensuring that any incidents involving gender discrimination are dealt with appropriately and outcomes recorded;
- advising the Principal on the development of the policy; and
- publicising the outcomes of the policy.

12.6 Learning Directors

Learning Directors will be responsible for:

- making, reviewing and monitoring curriculum policies in their own subject areas to ensure that gender equality is being appropriately promoted in line with the Academy's policy;
- identifying training and support needs; and

- liaising with the EOO over equal opportunities issues.

12.7 Teachers

Teachers will familiarise themselves with this equal opportunities policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

12.8 Support Staff

All support staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

12.9 Students

Students will share in the development of the gender equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and be prepared to raise issues involving gender discrimination with a member of staff, or other adult as appropriate.

12.10 Parents and members of the Community

Parents and appropriate members of the community will be involved in the development and monitoring of the policy and any programmes generated by it under arrangements drawn up by the Principal, and agreed by the Academy Council.

13 Training and Support

13.1 The Academy Council (in liaison with Oasis Community Learning) is responsible for providing training and support to Council Members and staff.

13.2 The Commission for Equality and Human Rights believes that the gender equality scheme can form part of the Development Plan. This Academy's plan will include the improvement or development opportunities that have been identified as being the main priorities to be addressed, in order to raise standards, and determine the timelines, milestones and resources required to achieve them. (The Academies should amend the above to suit.)

13.3 The Council will ensure that the Academy annual report to Oasis Community Learning contains an analysis of progress on implementing the gender equality duty, in order to ensure that gender equality objectives chosen are the right ones, and that action is being taken to meet these objectives.

14 Complaints Procedure

14.1 Anyone in the Academy who feels that this policy is not being followed is entitled to raise the matter with the Principal.

14.2 Anyone outside the Academy who wishes to make a formal complaint must do so through the Academy's complaints procedure.

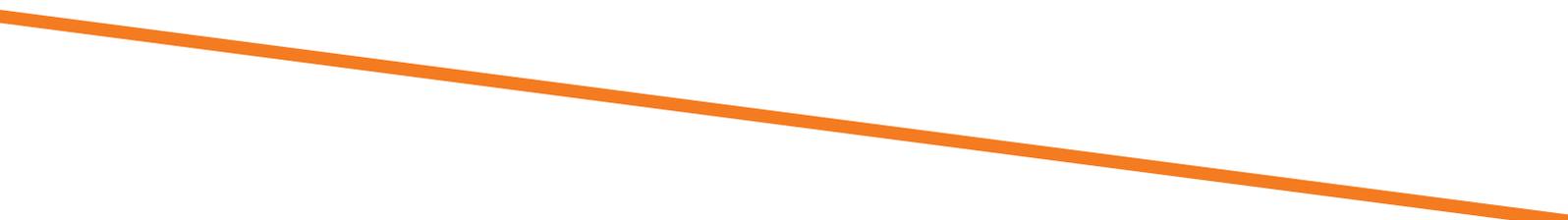
15 Equal Opportunities

In implementing each specific policy Oasis Community Learning and Academy staff will have regard to the other equal opportunity policies and legal requirements.

16 Monitoring, Evaluation and Review

16.1 The Principal will report to the Academy Council on the working of the policy termly.

16.2 The Academy Council will review the working of the policy annually and will review the policy itself at least every two years and assess its implementation and effectiveness.

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- 16.3 The policy will be promoted and implemented throughout the Academy.
 - 16.4 The Academy Council will report to Oasis Community Learning annually on the implementation and working of the policy.
 - 16.5 Oasis Community Learning will review the policy every two years.
 - 16.6 The Academy policy will be placed on the Academy website and brought to the attention of parents/ carers through the academy newsletter.

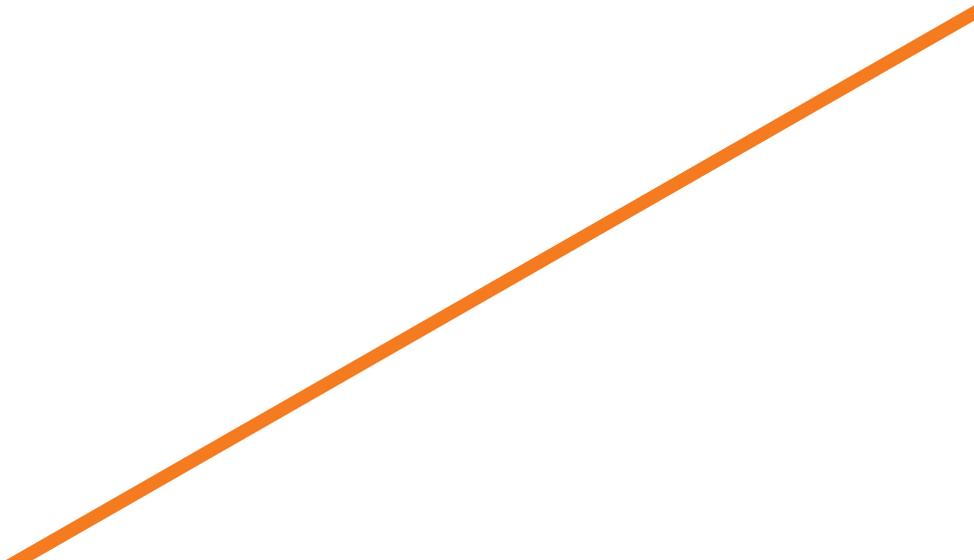
Appendix 1.

ACTION PLAN

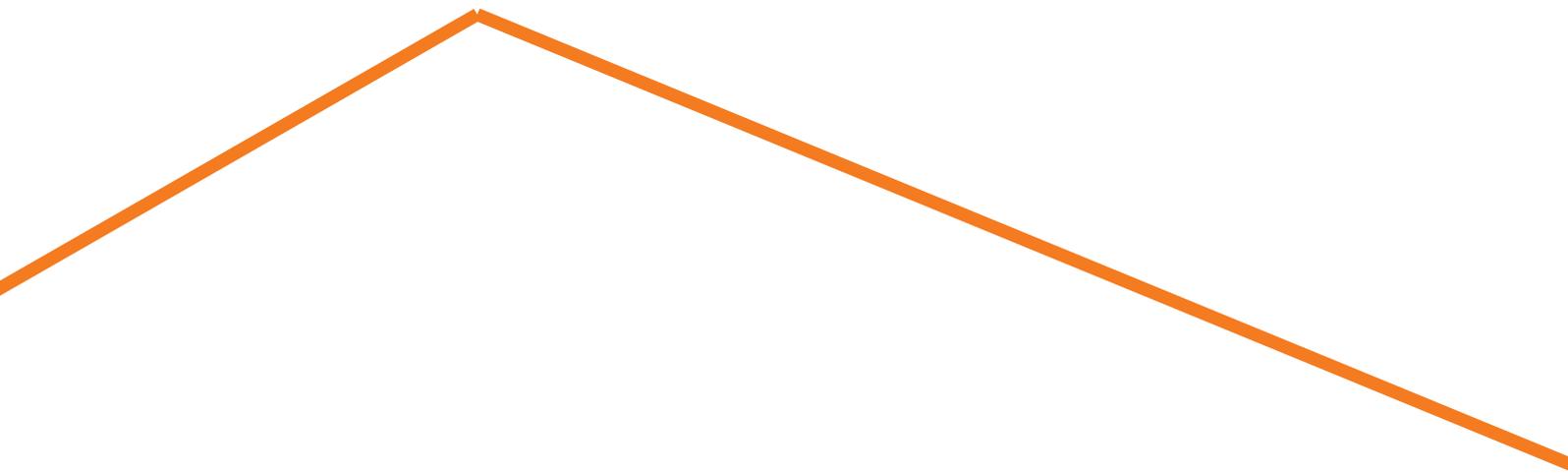
| Aspect of the duty | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action | Start date | Completion date |
|---|---|--|---|--|---|------------|-----------------|
| Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities | There are more boys than girls participating in sport | Investigate the underlying causes of why the uptake of sport is higher among boys than girls. Link with other academies in holding mixed gender sports activities Provide more equipment for break time activities which will encourage girls to take part | Assessing whether there has been an increase in the take-up of sports among girls | Monitoring will take place monthly Analysis report to be produced termly. | Head of PE | April 2007 | Sep. 2008 |
| | Females outnumber males on the staff | Ensure that all adverts re. new positions are unbiased and promote gender equality Undertake impact assessment review | Adverts scrutinised by Academy council | As appropriate | Principal & Business Manager | April 2007 | Ongoing |
| | Policies & Procedures | | Schedule set up and approved by Academy council | As appropriate | Principal & Business Manager | April 2007 | Ongoing |

Appendix 2

Key Actions:

- To take into account relevant advice and guidance from government, the Commission for Equality and Human Rights, and the local authority;
 - 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, disputes, capability and discipline procedures);
 - To review the policies in 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 involve all members of the Academy Council in discussions about the development of the Gender Equality Scheme;
 - To use this policy together with the other Equal Opportunities Policies to eliminate harassment and discrimination;
 - To collect information on gender with regards to both students and staff and this information be used to improve the provision of services;
 - To offer all students regardless of their gender the opportunity to participate in extra curricular activities or educational visits;
 - To monitor student achievement by gender. Any trends or patterns in the data that may require additional action which will be examined and acted upon;
 - To offer students of both sexes encouragement to participate in academy life. This can be shown through representation in academy events and the student council;
 - To offer students of both sexes the same opportunities to participate in physical activity, both during and outside of academy hours;
 - To monitor bullying and harassment of students and use this information to determine future policy;
 - To ensure that stereotypes in terms of gender are actively challenged in both the class-room environment and in the playground;
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- 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 accessible part of the Academy;
- To encourage parents of both sexes to participate in their child's education e.g. attending parents' evening/ options evening; and
- To ensure the Academy Council is representative of the students, staff and local community that they serve.



Appendix 3

Examples of the Gender Dimension in Every Child Matters

- **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’ has to recognise these and other factors. In the ‘promotion of healthy lifestyles’, an effective academy will recognise 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.
- **Stay safe:** The different needs of boys and girls need to be taken into account. The key aims “safe from bullying and discrimination” and “safe from violence and sexual exploitation” have high relevance to gender equality. The problem of gender-based violence and sexual exploitation will continue to be addressed by the academy.
- **Enjoy and achieve:** Nationally 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.
- **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, the Academy will use the PSHE classes and assemblies to challenge the assumptions which underlie this behaviour.
- **Achieve economic well-being:** The government believes that occupational segregation is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The Equal Opportunities Commission’s investigation into gender segregation showed that it is girls from lower socio-economic groups particularly who suffer as a result of stereotyping and from an academy system without an agenda to widen choices. With little access to information from other sources about wider work opportunities and associated pay rates, many girls are trapped in low-paid, low-status jobs that give little opportunity to improve the quality of their lives.

Appendix 4

Key issues for Gender Education

Some key issues for gender and education include:

Challenging gender stereotypes in subject choice and careers advice: Gender stereotyping not only prevents some boys engaging with academics, it also limits girls' and boys' ability to pursue their interest and talents. Although nationally girls as a group are achieving better results than boys, they are still being steered towards choices that lead to low paid, low status jobs.

Student attainment: Boys are generally not achieving the same attainment level as girls, with 52% of boys and 62% of girls in the UK gaining five high grade GCSEs or equivalent by age 16 in 2004/05. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys doing very badly.

Health, sport and obesity: Girls are less than half as likely to take part in physical education and sport compared to boys. By the age of 18, 40% of girls have dropped out of sport and physical recreation.

Sexual and sexist bullying and violence: Research by the Universities of Warwick, Bristol, Durham and North London found that over 75% of 11-12 year old boys thought it was acceptable that women get hit if they make men angry, and more boys than girls of all ages believed that some women deserved to be hit.

The academy aims to make a coordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential.

Appendix 5

Gender and the National Healthy Academy Programme

The outcomes “be healthy” and “enjoy and achieve” in the Every Child Matters framework have been supported by the National Healthy Academies?? Programme (NHSP).

Clear gender differences exist within the core themes of the NHSP, and addressing these differences will help the Academy demonstrate action towards the themes. Different patterns of exercise, food and alcohol consumption and different attitudes to risk affect boys and girls, and will determine their response to health initiatives.

- Boys are more at risk of suicide than girls, with some evidence that homophobic bullying plays a large part in this. Girls are, however, more prone to depression and self-harm. The Academy aims to adopt effective policies that aim to address issues of emotional and mental health in the classroom and through pastoral care will recognise and respond to these gender differences.
- The sexual health of adolescents in the UK is poor. It is likely that an increase in risky sexual behaviour has contributed to sexual health outcomes such as sexually transmitted infections (STIs) and unwanted pregnancy among young people. Young women, in particular females under the age of 20, bear the burden of STIs. Boys tend to be less well informed than girls about sex and relationships, and about contraception. Only 48% of boys report having been told “a lot” or “quite a lot” about sex and relationships by their parents; boys are less likely than girls to obtain information from their friends (43% boys versus 56% girls) and magazines and newspapers (26% boys versus 52% girls). Yet boys are often influential in deciding which form of contraception, if any, is used.

Appendix 6.

Government Guidance on employing, promoting and training male and female staff

(This section sets out some of the major gender issues in employment in academies to assist academies in taking action to promote equality and to eliminate discrimination and harassment in their workforce.

Although many members of staff in academies are employed by local authorities, in most instances, appointments, promotion and pay decisions are taken by the Academy Council, and an increasing number of academies do directly employ members of staff.

Academies will need to bear in mind that in exercising their employment functions they must pay due regard to the need to promote gender equality and eliminate discrimination and harassment. It is also important to remember that the gender duty extends to the elimination of discrimination and harassment towards transsexual staff. When considering their overall gender equality objectives, academies will also need to consider having an objective that specifically addresses the causes of the gender pay gap.

The EOC has produced guidance on how public authorities can implement the gender duty in their employment functions and guidance on implementing the duty in employment for transsexual staff.

The teaching profession is female-dominated but women are under-represented in senior posts - women make up over 80% of full-time regular teachers, 90% of primary teachers and 66% of secondary teachers in England. In addition to teaching staff, academies employ nearly half a million support staff, a majority of which are also female.

However, women are severely under-represented in senior posts in academies making up only 30% of secondary head teachers and 64.6% of primary head teachers. An NUT survey found that black and ethnic minority women in particular tend to be under-represented in senior management positions.

General Teaching Council (GTC) research suggests that family responsibilities are turning many female teachers off applying for promotion. Women teachers are much more likely than men to say that factors in their private lives, such as childcare or caring for adult relatives, have limited their career development, showing 26% of women compared with 6% of men.

Action is needed to encourage more women to seek promotion and enable them to do so by widening the opportunities for flexible and part-time working. Academies and local authorities should also consider developing mentoring schemes and training for women looking to move into senior management posts.

