



The Belvedere Academy

Gender Equality Policy

This policy should be read in conjunction with other related policies including the Student Behaviour Management Policy, the Inclusion & Special Educational Needs Policy and the Disability Equality Scheme/Accessibility Statement.

1. Introduction

- 1.1** The Belvedere Academy is committed to provide the very highest standards of education for all students, whatever their ability, race, colour, gender or creed and support all staff to deliver this service within its resources, available for all existing and future stakeholders. Excellence and equality of opportunity are two of our core values which underpin all of our activities. We believe that the active promotion of racial equality within the overarching equality of opportunity enriches the lives and experiences of all students and staff who work in this Academy.
- 1.2** The prime purpose of the Gender equality policy is to promote respect for others, harmonious relationships within the Academy and in the wider community, to eliminate gender discrimination and to ensure that students, staff and parents are not adversely affected in any area of the Academy's activities on grounds of gender.

2. Legislative Context

- 2.1** The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.
- 2.2** The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools

3. General Duty

- 3.1** In accordance with the Academy's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, The Belvedere Academy has due regard for the need to, and works to:
- Eliminate unlawful sexual discrimination;
 - Eliminate sexual harassment;
 - Promote gender equality.
- 3.2** By unlawful sexual discrimination we mean treating one person less favorably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

- 3.3 By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.
- 3.4 We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.
- 3.5 In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.
- 3.6 The Academy will seek to ensure its Gender Equality Duty as defined in the Equality Act 2006 by:
- Using this policy together with the other Academy's Equal Opportunities Policies to eliminate harassment and discrimination;
 - Collecting information on gender with regards to both students and staff and this information be used to improve the provision of services;
 - Offering all students regardless of their gender the opportunity to participate in extra curricular activities, Academy plays or trips;
 - Monitoring bullying and harassment of students and use this information to determine future policy;
 - Ensuring that stereotypes in terms of gender are actively challenged in both the classroom environment and in the playground;
 - Ensuring 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;
 - Encouraging parents of both sexes to participate in their child's education e.g. attending parents' evening/ options evening; and
 - Ensuring our Local Governing Body is representative of the students, staff and local community that they serve.

4. **Gender Equality and the Every Child Matters Agenda**

- 4.1 The *Every Child Matters* framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical and mental well being, and providing children and young people with opportunities to make positive contributions to their local communities.
- 4.2 The framework is structured around five outcomes:
- Be healthy
 - Stay safe
 - Enjoy and achieve

- Make a positive contribution
- Achieve economic well-being

4.3 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.

4.4 Be healthy - Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls 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 school will recognise that sports provision has to address the needs and preferences of girls and indeed will be more likely to succeed if it does so.

4.5 Stay safe - The needs of girls must 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. Differences in the way boys and girls are bullied need to be examined - the National Union of Teachers (NUT) has highlighted the problem of sexual bullying for girls. The problem of gender-based violence and sexual exploitation needs to be addressed by schools.

4.6 Enjoy and achieve - Girls' educational achievements are not necessarily helping them to take up well-paid jobs. Eliminating gender stereotyping in school education, in vocational training, and in careers choices is a vital step towards tackling the gender pay gap in employment. Following this, 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.

4.7 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, schools can use their citizenship and social studies classes and school assemblies to challenge the assumptions which underlie this behaviour. Another crucial issue that needs to be addressed is the attitude towards gender-based violence amongst children and young people.

4.8 Achieve economic well-being - Occupational segregation is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The EOC’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 a school system without an agenda to widen choice. 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.

5. The Legal Responsibility of the Local Governing Body

5.1 The legal responsibility for implementing the gender equality duty rests with the ATB. In particular, the Local Governing Body needs to ensure that the requirement to promote gender equality is clearly reflected in the Academy's appointment and

employment processes, and in those aspects of staff pay that are determined by the Academy.

6. How Does The Gender Equality Duty Fit With The Local Governing Body's Broader Responsibilities?

6.1 The Local 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.

6.2 Understanding the impact of gender and implementing the gender equality duty will help the Local Governing Body to ensure that the needs of girls are met, and will support their overall goal of promoting high standards of educational achievement.

7. Responsibilities within The Academy

7.1 All governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the Academy's Gender Equality Policy and any action planning that may be needed to implement or revise the policy. In addition:

8. The Principal Works with the Senior Management Team

8.1 To ensure that:

- The Policy and any subsequent Action Plan are implemented;
- Staff recruitment, training opportunities and conditions promote gender equality;
- All staff, students and their parents are consulted, and are aware of the Academy's responsibilities to meet, the Gender Equality Duty;
- Existing and planned policies are assessed for the ways in which they impact on gender equality;
- Curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended Academy activities take account of the need to promote gender equality;
- Incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy;
- Visitors to the Academy, or those who use the premises, are aware of the Gender Equality policy and action plan.

8.2 **All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures,

behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

- 8.3 Students and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the Academy.

9. Gender in the Curriculum, Including Teaching and Learning

9.1 The Academy develops positive attitudes in children and young people, challenges stereotypes and promotes positive role models through the Citizenship and PSHE curriculum.

9.2 Girls are actively encouraged to participate in a full range of sports including those sports more stereotypically recognised as boys sports eg football, basketball.

9.3 Through PSHE there are gender specific programmes in place to deliver sexual health education to young women as part of the City's drive to reduce teenage pregnancy, sexually transmitted diseases etc, including input from the Liverpool school nurse team.

9.4 Some key issues for gender and education include:

- **Challenging gender stereotypes in subject choice and careers advice:**

Gender stereotyping can limit some girls' ability to pursue their interest and talents. Although 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:**

Whilst girls generally outperform boys the picture is more complex than this with particular groups of girls still not achieving their potential.

- **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.

10. Eliminating Harassment and Bullying

10.1 The Academy's Anti-Bullying Policy includes clear guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with regardless of gender.

10.2 Guidance used in these policies is based on studies highlighting that:

- 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, spreading films of sexual abuse on mobiles.

11. Information, Performance and Evidence

This falls into four broad areas:

- What information we are collecting;
- How it is collected;
- How it is analysed;
- What we do with this information.

11.1 Student Achievement

Raising attainment should be approached, using a variety of methods and encompass a whole-school, holistic commitment to breaking down stereotypical gender cultures, which:

- a) Recognises that social and cultural factors will impact on how students view gender, and this will affect how they engage with learning
- b) Encourages classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning

11.2 Learning Opportunities

- a) Providing taster sessions to widen career choices. Work experience opportunities which provide hands-on activities for young people to encourage them to think about a wider range of career options.
- b) Presentations from further and higher education and prospective employers which helps students understand jobs and services whilst increasing their vocabulary and exploring learning pathways and qualifications.
- c) Careers events, with workshops featuring cross-curricular themes such as gender stereotyping, healthy living, key skills, and employability.

11.3 Exclusions

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

11.4 Employing, promoting and training male and female staff.

- a) The Academy will 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.
- b) The Academy will encourage more women to seek promotion and enable them to do so by widening the opportunities for flexible and part-time working.
- c) Gender aspects are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

NOTE: The EOC Code of Practice lists key employment issues that are usually the most common ones to be considered, these include:

- *Recruitment;*
- *Managing flexible working;*
- *Managing parental and carers leave;*
- *Managing pregnancy and return from maternity leave;*
- *Sexual and sexist harassment;*
- *Transsexual staff;*
- *Grievance and disciplinary issues;*
- *Equal pay;*
- *Work based training opportunities.*

11.5 Within the Academy the following Academy policies for staff contain specific procedures and actions designed to ensure equal treatment:

- Selection, appointment and promotion;
- Pay and conditions;
- Performance management;
- Flexible working;
- Maternity and paternity leave;
- Parental, dependants and carers leave;
- Professional development;
- Absence through ill-health;
- Health, safety and welfare;
- Grievance, capability and discipline.

12. Responsibilities

12.1 A Vice Principal will be responsible for overseeing the implementation of the policy and providing information on the monitoring and reviewing of the policy.

13. Review

13.1 This policy will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

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