CHALFORD HILL PRIMARY SCHOOL
Gender Equality Scheme

Date of Scheme: February 2018
Next Review Due: February 2021

At Chalford Hill Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Gender Equality Scheme is enhanced by:

Respect:	We respect ourselves, others, work and property.
Effort:	We take responsibility to participate and to try our very best.
Achieve:	We work hard to achieve our goal.
Challenge:	We look for ways to improve and get even better.
High Five:	We celebrate success.

Our School Aims

At Chalford Hill, we believe that learning should be rewarding, creative and fun. We are all working to build a safe, secure and happy community where everyone is able to shine.

To realise our vision we will:

- Encourage potential, nurture talent and celebrate achievement.
- Develop the skills and confidence needed for future success.
- Provide challenging, engaging and inclusive teaching in a purposeful learning environment.
- Foster respect, responsibility and self-reliance and apply these qualities in our daily lives.
- Develop self-esteem and healthy choices.
- Support happy friendships and positive relationships.
- Appreciate and become active participants in our local community and the wider world.

At Chalford Hill Primary School we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and any others involved in the school community, whatever their gender. Our school will not tolerate harassment of young people or adults on the basis of their gender. Our school will not discriminate unlawfully between men and women or between boys or girls.

This scheme should be read in conjunction with our Equal Opportunities Scheme; Anti-Bullying Policy; Behaviour & Discipline Policy; Educational Visits Policy; SEND Policy; Disability Equality Schemes; and all relevant Personnel policies.

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.

Our Duties and the Role of the Governing Body

The General Duty requires that every public authority should:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between males and females.

Public bodies are required to comply with the specific duties, which are:

- To prepare and publish a Gender Equality Scheme showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the school's policies and practices affect gender equality in the workplace and in the delivery of services, in particular education functions.
- To consult with stakeholders in the development of the Gender Equality Scheme.
- To assess the impact of its current and proposed policies and practices on gender equality.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- To publish an annual report on the scheme and review the scheme every three years.

Characteristics of our School and Community – Gender and Significant Factors

Chalford Hill School is of average size with one form entry. EYFS provision is in the reception class. The school serves the villages of Chalford Hill, France Lynch and the surrounding area. Although the school has a wide social mix, deprivation is low. Chalford Hill is not the most advantaged of the Stroud wards, but the proportion of higher social class households is higher than the average. There is little social deprivation and only a small minority are eligible for free school meals.

The majority of the houses are owner occupied, but there is a mixture of local authority and housing association houses. From 2009-2017, the number on roll has remained 208-214. Mobility patterns are below average. In the 2017-2018 Year 6 cohort, 17% of the pupils began school life elsewhere.

The vast majority of pupils are of white British heritage. The small proportion of pupils from minority ethnic backgrounds, (1% in 2017-2918) are English speaking and attain well.

Our enriched and innovative curriculum gives all children the opportunity to participate in a wide range of activities both during the school day and as part of our extensive extra-curricular activities. We fully include all pupils in all activities, and ensure, all members of teaching and support staff has on-going training to meet the varying needs of our pupils.

Our Gender Profile

Over the last few years the ratio of boys to girls has altered, with a trend to just over 16% more boys than girls in 2017-2018.

In 2017-2018 there are 2 male members of teaching staff and 11 female. In 2017-2018 there is an almost equal gender spilt on the governing body.

Gathering Information

To meet the Gender Equality Duty, it is essential that we monitor aspects of school life to identify any possible gender discrimination.

Information for monitoring is gathered from a variety of sources:

- Medical registers.
- SEN register.
- Questionnaires for pupils, parents, and other stakeholders.
- School performance data.
- School admissions data.
- Attendance data.
- School council discussions.
- Data related to participation in extra-curricular and residential visits.

Involvement & Consultation

Chalford Hill Primary School has consulted with all staff, governors and the wider community in the development of our Gender Equality Scheme. This consultation took the form of questionnaires and on-going discussions with a range of stakeholders. Our policies were initially drafted in consultation with stakeholders and Governing Body.

What are we doing?

- Information is collected on gender with regards to both pupils and staff.
- Pupil achievement is monitored by gender to see if there are any trends or patterns in the data that may require additional action.
- Pupils of both sexes are encouraged to participate in school life through representation in school events such as Golden Time activities, class assemblies and the school and eco-councils.
- Pupils of both sexes are given the same opportunities to participate in physical activity, both in and outside of school hours.
- Bullying and harassment of pupils is monitored and action taken if necessary.
- Stereotypes in terms of gender are actively challenged in both the classroom environment and in the playground.
- The school recognises and accepts that pupils may have a gender identity that is different from that assigned to them at birth.
- The school environment is as accessible and welcoming as possible to visitors of both sexes.
- Parents of both sexes are encouraged to participate in their child's education e.g. attending parents' evenings, information evenings and school events. Parents are also encouraged to attend assemblies and open mornings.
- The governing body reflects all members of the school and local community.
- As an employer, Chalford Hill Primary School seeks to avoid unlawful discrimination towards and harassment of its staff and actively promotes gender equality in the workforce by considering gender aspects when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Making things happen

In order to ensure that action is taken to meet the Gender Equality Scheme, Chalford Hill Primary School has drawn up an Action Plan, which outlines our general and specific duties

Monitoring and Reporting

This action plan will be reviewed by the Governing Body. Copies of the school's Gender Equality Scheme will be available on the school website and from the school office.

Assessing the Impact of School Policies

In order to ensure that action is taken to meet the Gender Equality Duty, Chalford Hill Primary School will review all policies on a rolling programme as highlighted in the school's action plan.

When carrying out these reviews or creating new policies, the school will:

- Assess the likely or possible consequences for both sexes.
- Alter or amend proposed policies where necessary so that they promote gender equality and eliminate discrimination.
- Identify actions arising from the scheme, which need to be added to the Action Plan, including the collection of associated evidence on the impact of the scheme and actions.