



Gender Equality Scheme

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Children's Voice

Boys and girls should have the same opportunities but it's important to have choices sometimes. We shouldn't ever tease boys or girls because it's good to be together.

Policy drafted by:	PBPC Committee
Date:	Autumn 2007
Staff meeting:	
Curriculum sub-committee:	PBPC Autumn 2007
Governing body agreement:	
Next report:	Autumn 2008
Next full review:	Autumn 2010 Spring '13

Holy Trinity CE Primary School Gender Equality Scheme

Gender Equality at Holy Trinity

The Gender Equality Scheme sits within the umbrella of the Equal Opportunity Policy which sets out the school's principles on equality. Holy Trinity does not permit discrimination in any form, including discrimination by gender or sexual orientation.

Legal Framework

The gender equality duty is a legal obligation that came into force in April 2007. It was introduced by the Equality Act 2006, which in turn amended the Sex Discrimination Act 1975. It requires public authorities to promote equality between men and women and eliminate unlawful sex discrimination.

Public authorities have a range of specific duties that help them to meet their general duty to promote gender equality. The statutory code of practice for England and Wales summarises the duties as follows:

1. To prepare and publish a gender equality scheme, showing how the public authority will meet its general and specific duties, and setting out its gender equality objectives.
2. In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
3. To gather and use information on how its policies and practices affect gender equality in the workforce and in the delivery of services.
4. To consult stakeholders (that is, employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
5. To assess the impact of its current and proposed policies and practices on gender equality.
6. To implement the actions set out in its gender equality scheme within three years, unless it is unreasonable or impracticable to do so.
7. To report against the scheme every year and review the scheme at least every three years.

How Holy Trinity will meet its general and specific gender equality duties

Duty 1

This document is the *gender equality scheme* for Holy Trinity. It is published on the school website and is freely available to all. Publication will be announced to the school community in the weekly school bulletin.

Holy Trinity will meet its *general duty* to promote equality between men and women and to eliminate unlawful sex discrimination by:

- Acting in accordance with the School Vision: “At Holy Trinity we welcome you ... We are passionate about nurturing every child, helping them to... be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.”
- Acting at all times in accordance with the school’s Equal Opportunities Policy.

Holy Trinity will meet its *specific duties* through a range of measures that are set out in the points below.

Holy Trinity’s *gender equality objectives* are set out in the Action Plan at the end of this document.

Duty 2

In 2007 we did not feel that equal pay was an issue for concern. Fair pay procedures are detailed in the school’s Pay Policy, and pay scales are set according to national guidelines.

This duty will be reviewed in future years and objectives set as appropriate.

Duties 3, 4 and 5

Holy Trinity uses LEA and Fischer Family Trust data on an annual basis to examine the achievement levels of pupils, and to identify any patterns such as effects based on gender. This analysis feeds directly into the School Development Plan and leads to gender-based objectives as appropriate.

Stakeholder consultation with those involved in the life of the school about what impacts they observed was used for the 2007 version of this document. Information was gathered from pupil and parent surveys and from staff room discussion. The comments received were used to draw up the gender equality objectives contained in this document.

The school will continue to ensure that data-gathering exercises are used to obtain information on the impact of school policies and practices on gender equality, and will seek to continually improve data-gathering methods particularly for monitoring impacts on staff and parents.

Duties 6 and 7

The Pupil Behaviour and Protection Committee of the Holy Trinity governing body will review this document annually and will report progress. Progress reports will be published on the school website. A full review will be conducted at least every three years.

Holy Trinity School Gender Equality Scheme Action Plan

The governing body will report against this plan every year, and will fully review it at least every three years. Annual reporting may result in interim changes to the objectives.

Last amended: October 2007

Next Report due: October 2008

Next Full Review: October 2010

Gender equality objective	Reason for objective	Evidence basis for objective	Action to be taken
Obtain full and accurate information directly from stakeholders.	Full data about the impact of policies and practice on stakeholders is needed in order to create the right objectives.	In 2007 the best data came from parents; relatively little data was from pupils and staff, and there was no data from other school users.	<ul style="list-style-type: none">• Make sure that gender equality issues are included in annual school questionnaires for pupils and parents.• Consider ways to get a better level of feedback from staff and from other school users.
Consider the effect of gender upon learning styles and avoid discrimination	Parental concern over whether Holy Trinity takes different learning styles of boys and girls into account	<ul style="list-style-type: none">• Two comments from parent questionnaire, Summer 2007• Educational data: not a priority for 2007-8 but was in 2006-7	<ul style="list-style-type: none">• Continue to take different learning styles into account when planning lessons and other activities.• Find ways to communicate more with parents about this and to listen to their concerns.
Promote equality between boys and girls at playtime	<ul style="list-style-type: none">• Parental and pupil concern over sports opportunities for girls• Pupil concern	<ul style="list-style-type: none">• Two comments from parent questionnaire, Summer 2007• Numerous comments from pupil questionnaire, Summer 2007	<ul style="list-style-type: none">• Consult with pupils about their sports needs and find ways to ensure a range of sports opportunities for girls.• Manage use of playground space to

	over dominance of football in playground.		make sure that it is not consistently weighted towards one gender.
Ensure that pupil toilet facilities are adequate	Junior girls toilets are perceived as inadequate	<ul style="list-style-type: none"> • One comment in parent questionnaire, Summer 2007 • Numerous comments from pupil questionnaire, Summer • Staff and governor observations 	<ul style="list-style-type: none"> • Maintenance work in Easter 2008. • Create longer-term plan for toilet upgrades including creation of fundraising plan if necessary.