

**BLUE COAT CHURCH OF ENGLAND SCHOOL
AND MUSIC COLLEGE**



GENDER EQUALITY POLICY

Review Date: Feb 2013
Committee: Personnel

Aim

The Governing body recognises that it has a duty to actively promote equality of opportunity for all people, irrespective of gender, race, disability, age etc.

This policy sets out the Governing Body's commitment to providing gender equality.

The School's Role and How We Will Meet the General Duty and Specific Duty

The school recognises that it has a key role to play in actively promoting equality of opportunity for all people, irrespective of gender not only in its core function of educating students, but also in the employment opportunities it provides, and in the increasingly diverse range of services it provides to the wider community. In order to be able to increase the attainment of all students, it will be necessary it will be necessary to provide all students with the opportunity to reach their full potential. To secure a truly representative and valued workforce, it will be necessary to encourage and support all people to seek employment with the school. And in order to make sure that all the services and facilities provided by the school are welcoming to all people, the school will need to ensure that the organisations we work with and procure services from also promote equality of opportunity where applicable.

The school's Gender Equality Scheme indicates the commitment of the school to promote gender equality in every area of school life and in all management practices and policy development.

The production of this gender equality scheme provides us with the framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the general duty of promoting gender equality in the School.

Blue Coat C E School and Music College is determined to ensure gender equality in its establishment to promote gender equality in its role in the community leading by example in all it does.

This policy compliments our Equal Opportunities Policy and Disability Equality Scheme.

Our Gender Equality Vision

We will:

- Promote gender equality so that females and males who work in or are educated in the School can enjoy their full human, social and political rights free from discrimination.
- Challenge and eradicate sex discrimination.
- Provide responsive, inclusive and accessible curriculum, facilities, practices and services for all.

- Embrace the school's diversity as a source of strength and opportunity.

- Help to increase women, men, girls and boys' active participation in public, civic and community life.
- Ensure our work reflects the diverse population of Coventry.
- Address issues of gender equality in school policies
- Give significance to the concepts of equality, inclusion and diversity both in school policy and school development.

Our Commitment

We will:

- Gain a thorough understanding of the different concerns, experiences, capacities and needs of females and males, to shape the way we analyse, plan, implement and evaluate our work.
- We will, in our employment practices, service delivery and partnerships, identify and respond to all forms of gender stereotyping, discrimination and sexism.
- Monitor our policies, functions, services and practices to ensure that they are fair.
- Carry out equality impact assessments where appropriate to assess the effects of what we plan for students and staff.
- Develop and implement realistic and relevant gender equality actions and monitor progress regularly.
- Be fair to students irrespective of their gender.
- Be fair to all employees irrespective of their gender and provide equal training, development and promotion opportunities.
- Be fair to all parents, carers and visitors to the School irrespective of their gender.
- Develop and train employees to ensure everyone understands what the gender equality duty is and its meaning for their work and their roles and responsibilities.

Background Information

The school is committed to inclusion and believes that all young people should have the opportunity to succeed in life. It has a special educational needs department, to provide additional support for those children that require it.

The school has an assistant head responsible for primary liaison whose role includes close liaison with our feeder primary schools. A coordinated approach to transition has been developed and refined, to ensure that children with special or additional needs are identified prior to transition and that the school is aware of any special provision, or reasonable adjustments, which an individual child might require. Parents who may be considering applying for their child to attend the School are also

welcome to contact the school themselves to discuss any particular issues or concerns, The induction evening provides further opportunities for parents to inform the school about any needs their child might have. Where students join the school at other times of the year, initial interviews with the parents or carers enable them to notify the school about any special needs. Further opportunities for communication are provided through the school and by the parents' evenings, so that any issues that develop during a student's school career can also be dealt with.

The school has a well established pastoral system through which students can raise any concerns.

The school has a school council at which issues of concern to the students can be raised.

Student surveys are carried out through which student satisfaction with their educational experience can be monitored.

The school works in collaboration with other schools in the SE Federation (Stoke Park, Whitley Abbey, Ernesford Grange, Baginton Fields and Alice Stevens.)

Visitors

All visitors will be treated fairly and irrespective of gender.

Procurement, Lettings etc

As far as the school has control over outside agencies and parties it will try to ensure that gender equality is built into any contractual arrangements with the school.

Using Information

Information will be gathered to assess the impact of the school's policies, plans and actions.

It will inform the reviews of the scheme and provide the basis for the development of subsequent Gender Equality schemes.

Impact Assessment/Success Criteria

- Expressions of confidence in the school's ability to deal with gender related issues. Staff and student's confidence in opportunities to voice opinions or concerns. Staff and students awareness of employment issues related to gender.
- Results from satisfaction surveys
- Feedback from groups
- Achievements of students
- Results of staff wellbeing audit(s)

Review and Revision (and publication)

Review will be ongoing with annual revision as necessary including publication of:

- steps taken over the previous year
- information gathered over the year and what the information indicates
- what further actions will be taken as a result of the information gathered

Responsibility

The prime responsibility for making sure the duty is met lies with the school governing body. However, in practice, the headteacher and leadership group, with support from staff, students, parents and carers and members of the wider school community, will all need to play a role to ensure the duty is met.