



# Equal Opportunities - Gender Policy

Review Date: Spring 2017

<b>Policy Title</b>	<b>Equal Opportunities - Gender Policy</b>
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Function	For Information and Guidance
Status	Recommended
Audience	Parents, Governors, Principal, Senior Leadership Team, Teachers, Business Support Staff
Implementation	The Principal and Governing Body have overall responsibility for ensuring that this policy is implemented
Version	V 1.0
Date Issued	
Date Approved by Governing Body	
Date for Review	Spring 2017

**The Ferrars Academy**  
**Equal Opportunities - Gender Policy**

**Rationale**

At The Ferrars Academy, we believe that the provision of equal opportunities is essential to our work. We strive to create a community in which men and women, boys and girls from all cultures are valued equally, while their different backgrounds, experiences and needs are respected.

We further believe that the process of gender stereotyping leads boys and girls to conform to gender roles which inhibit their abilities, their performance and aspirations. The consequences limit both boys and girls by restricting their choices and as such are clearly incompatible with good educational practice.

**Aims of our policy**

The purpose of our equal opportunities policy in relation to gender is to ensure that no discrimination takes place on the grounds of gender. The school recognises this responsibility and seeks to establish a climate of equality and adopts positive strategies to achieve equality of opportunity for both genders.

**Guidelines**

*Children*

- boys and girls in each year group have equal access to the full range of experiences;
- boys and girls work together in mixed groups, where appropriate, and seating arrangements promote this;
- boys and girls have equal entitlement to all equipment and resources e.g. computers, role play areas, outside play equipment;
- opportunities are created for both quiet and boisterous play to ensure quiet, gentle boys and girls are not marginalized, excluded or bullied;
- boys and girls share cloakroom areas, play areas and line up together. Neither boys nor girls are allowed to dominate;
- girls and boys are encouraged to achieve in all subject areas;
- girls and boys engage equally in active outdoor pursuits and in quiet passive pursuits.
- monitoring and evaluation examines any gender differences in teaching and /or pupil outcomes

## *Curriculum*

- the curriculum (both formal and informal) promotes positive images of both genders;
- the library includes books presenting both sexes in a variety of roles;
- displays portray men/women, girls/boys in a variety of roles.

## *Teachers*

- mindful of the religious backgrounds of our pupils, teachers are sensitive to the feelings of our children;
- teachers have equally high expectations of boys and girls;
- teachers ensure that neither boys nor girls are dominant in the use of equipment;
- teachers give both boys and girls equal attention.

## **Monitoring**

- use of class lists to ensure equal opportunities to use equipment and resources e.g. computer, role-play;
- analysis of SATs results according to gender with view to targeting support;
- tracking of children throughout the school;
- normal profiling of children;
- analysis of the SEN register and movement with a view to targeting support.
- analysis of the Gifted and Talented register
- analysis of attendance at after-school clubs

## **Outcomes**

- assessment process, classroom organisation and the curriculum are free of gender bias;
- equality of opportunity for both genders;
- positive relationships and understanding between the genders
- SEN provision is free from gender bias.
- analysis of the Gifted and Talented register
- analysis of after-school provision

To be reviewed Spring 2016