

<b>Policy Title:</b>	<b>Gender Equality</b>
<b>Policy Reference:</b>	<b>TOA140</b>
<b>Description:</b>	<b>This policy demonstrates The Oxford Academy's commitment to eliminating unlawful discrimination and promoting equal opportunities and good gender relations in all areas of Academy life</b>
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<b>Contact:</b>	<b>Name: Mr D Baron Title: Finance Director Tel No: 01865 774311</b>
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## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual and that many people of all faiths and none share and support the beliefs and values of this Christian ethos. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to fairness, justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, sexual orientation, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

# Gender Equality

## 1. Introduction

The Oxford Academy is committed to ensuring equal treatment of all its students, staff, visitors and any others involved in the Academy community, regardless of gender. The Academy will ensure that no one is treated less favourably, on the basis of gender, with regard to any procedures, practices or aspects of service delivery and will tackle any discrimination, harassment or victimisation on grounds of gender, whether direct or indirect, individual, institutional, by association or by perception.

Every member of the Academy community is regarded as of equal worth and importance, irrespective of his or her gender or gender reassignment status.

The Academy will not tolerate any harassment or victimisation of people based on their gender or transgender status.

The Academy will actively seek to:

- eliminate unlawful discrimination, harassment and victimisation
- promote equality of opportunity in all aspects of Academy life

## 2. The Gender Equality Duty

This Gender Equality policy provides the Governing Board and the Academy with a framework for integrating gender equality into all aspects of Academy life and demonstrates how it is seeking to meet its duty.

The Academy will:

- assess the impact of its current and proposed policies and practices on gender equality
- consult teaching and non-teaching staff, students, parents/carers and other stakeholders to help deliver its objectives with regard to gender equality
- determine its gender equality objectives
- gather and use information on how the Academy's policies and practices affect gender equality in the workforce and in the delivery of services
- take appropriate action to remedy any policy or practice which inhibits or contravenes gender equality

- report against the policy every year and review the policy at least every three years

### **3. Statutory Requirements**

In addition to the Equality Act 2010 the Academy fulfils its duty as a provider of education and an employer with regard to all additional Equal Opportunity legislation and guidance.

The Oxford Academy has published and implemented an equality scheme with regard to gender which includes an action plan laying out what the Academy wishes to achieve in order to promote gender equality and tackle any discrimination, harassment and victimisation relating to gender or gender reassignment and how it will go about doing so. Each action has a measurable output in order that the impact can be reviewed and progress against the action plan is reported to the Governing Board annually.

The Academy has also published a Community Cohesion policy explaining the framework for promoting cohesion throughout the Academy and local community.

In accordance with legislation, the Academy will not discriminate on grounds of gender or gender reassignment.

As an employer the Academy has due regard for the Equality Act 2010 and will not discriminate in the treatment of job applicants or staff of different genders or from those who have undergone gender reassignment with regard to recruitment, working hours and time off; pay and benefits; promotion, transfer, training and development; management and dismissal, redundancy, retirement and after employees have left the Academy. The Academy acknowledges that discrimination on the grounds of gender can be direct, indirect, by association, arise from disability or from perception and can involve victimisation and/or harassment. No form of gender or gender reassignment discrimination is accepted at the Academy.

### **4. Gender Equality for all Students**

The *Every Child Matters* framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical, emotional and mental well-being and providing children and young people with opportunities to make positive contributions to their local communities.

The framework is structured around five outcomes:

- Be healthy
- Stay safe

- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Each of these outcomes has 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 that we will consider:

- 4.1 **Be healthy:** Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls and boys 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 must recognise these and other factors. In the promotion of healthy lifestyles, the Academy recognises that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so. As part of the Academy’s drive to sustain and promote gender equality, it will continue to actively engage with the national “Healthy Schools” programme.
- 4.2 **Stay safe:** The different needs of boys and girls will be taken into account. The key aims of keeping students “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 has highlighted the problem of sexual bullying for girls and the link has been made between homophobic bullying and suicide for boys. The issues of gender-based violence and sexual exploitation need to be addressed, especially in light of research findings reporting worrying attitudes of boys to violence against women.
- 4.3 **Enjoy and achieve:** Boys are still behind girls in overall Academy performance; in 2010 girls achieved 38% 5 A\* to C including English and Maths and boys achieved 25% 5 A\* to C including English and Maths. Without English and Maths, girls achieved 77% 5 A\* to C and boys achieved 51% 5 A\* to C. The gender gap in attainment is significant in literacy and language. The underachievement of boys is clearly important but this overall gap masks the fact that particular groups of boys are doing well, whilst some groups of girls are underperforming. The Academy must also examine how factors such as ethnicity and social class impact upon the achievement of boys and girls. Eliminating gender stereotyping in education, in vocational training and in careers choices is a vital step towards tackling the gender pay gap in employment. 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.
- 4.4 **Make a positive contribution:** As well as having robust and well-implemented policies to tackle sexist stereotyping, bullying and sexist and sexual forms of harassment or victimisation, the Academy will use well-being sessions and Academy assemblies to challenge the assumptions which underlie negative behaviour. The

Academy will also challenge anything that promotes gender-based violence, gender stereotyping and/or homophobic bullying. Incidents of homophobic bullying will be recorded and reported using the Academy's monitoring system.

- 4.5 **Achieve economic well-being:** The Academy will challenge practices that promote or encourage occupational segregation, which is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The Equality and Human Rights Commission found 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 choices. The Academy will aim to provide impartial careers advice and guidance.

## 5. Gender in the Curriculum, including teaching and learning

The Academy develops positive attitudes in children and young people, challenges stereotypes and promotes positive role models throughout the curriculum. It will continue to make a co-ordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential. The Academy will collect data on the performance of its students on a regular basis across a range of issues to enable it to monitor progress, identify trends and patterns and intervene accordingly.

### 5.1 Student Achievement

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

- recognises that social and cultural factors will impact on how students view gender and this will affect how they engage with learning
- encourages classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning
- includes teaching and classroom-based approaches appropriate for the whole Academy population. One learning style is not applicable to all boys or all girls and approaches that appeal to boys are equally likely to appeal to girls and vice versa. Good quality teaching will be suitable and desirable for both sexes

### 5.2 Learning Opportunities

All students will have an entitlement to the best learning opportunities that the Academy can provide, regardless of their gender. With this in mind, the Academy will:

- offer impartial advice and guidance for progression routes within and beyond the Academy

- offer taster sessions to widen career choices
- provide work experience opportunities and activities for young people which encourage them to think about a wider range of career options
- organise presentations from outside agencies and prospective employers to help students understand jobs and services whilst exploring learning pathways and qualifications
- offer careers events with workshops featuring cross-curricular themes such as gender stereotyping, healthy living, key skills and employability
- actively encourage students to consider all opportunities, regardless of their gender

## **6. Gender Equality for Parents/Carers**

The Oxford Academy will exercise and promote contact with parents and carers in a non-discriminatory manner, giving due regard to any legal rights and responsibilities which may have been promulgated by the courts.

## **7. Gender Equality for Academy Staff**

Decisions relating to appointments, promotion and pay at The Oxford Academy are taken by the Principal. In exercising its employment functions the Academy will pay due regard to the need to promote gender equality and eliminate discrimination and harassment. It will also bear in mind that the gender duty extends to the elimination of discrimination and harassment towards transsexual staff.

The Governing Board will give due consideration to decisions relating to such issues as recruitment, equal pay, flexible working, maternity and paternity leave, childcare and the care of the elderly and/or infirm, leave of absence, grievance and disciplinary procedures and training opportunities.

## **8. Academy Facility Lettings**

The Academy facilities are used by the local community and, at such times, are accessible to both males and female members of the community. Care will be taken not to allow discriminatory activities and/or events. Due consideration will be given to the location of events around the Academy site. Adequate lighting is provided in the car park and corridors at evening events and a member of the Academy site team is always on site during these times.

## **9. Roles and Responsibilities**

### **9.1 The Governing Board**

The Governing Board of the Academy has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports, dealing with gender inequality issues and reviewing the Action Plan annually.

The Governing Board will monitor this policy and the progress against the Action Plan through the Improving Standards and Achievement Committee (ISAC).

The Governing Board will receive progress reports from the Principal and other Academy staff on an annual basis, as part of the Principal's report to governors.

The Governing Board will make every effort (including taking positive action) to ensure its membership is representative of the Academy's community.

The commitment to gender equality will be evident in all areas of Academy life. However, that commitment is specifically made by the Governing Board in relation to:

- Attainment and progress
- Teaching and learning, including setting targets for student achievement
- Content of the curriculum (being balanced and broadly based)
- Personal development and pastoral care
- Behaviour, discipline and exclusion
- Admissions and attendance
- Staff recruitment and professional development
- Staff opportunities and treatment at work
- Reviewing staff performance and pay
- Partnerships with parents
- Community use of Academy resources.

In this policy statement, "parents" means all those having a parental responsibility for a child.

The Governing Board and its committees will pay due regard to this commitment in determining the policies of the Academy and in the performance of their duties.

## **9.2 The Principal**

The Principal will demonstrate through personal leadership the importance of this policy.

The Principal will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.

The Principal will assess and monitor the impact of this policy through an Action Plan and using resources to deliver the priorities of this.

Gender equality issues and monitoring and evaluation of outcomes will be reviewed and reported to the Governing Board as part of the Principal's report on at least an annual basis.

The Principal has responsibilities for ensuring the Gender Equality policy and Action Plan targets will be included in recruitment and selection and induction arrangements for all new staff to the Academy. Academy induction procedures will highlight the duties defined by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

## **9.3 Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that the Action Plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural management issues.

Teachers, through their interaction with students, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good gender relations and incorporate principles of equality and diversity in all aspects of their work.

Teachers will know how to identify and challenge gender bias and stereotyping.

Teachers should deal appropriately with any incidents that occur and report them using established protocols in SIMS, when applicable for students, and to their line manager in contexts not applicable to students for monitoring purposes.

## **9.4 Support Staff**

All support staff will familiarise themselves with this policy and know what their duties and responsibilities are in its implementation.

## **9.5 Students**

Students will share in the development of the Gender Equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and empowered to report incidences of gender or gender reassignment discrimination, harassment or victimisation nature to an appropriate adult.

## **10. Monitoring, Evaluation and Review**

The Principal will report annually to the Governing Board on the actions that the Academy has taken or intends to take to meet the gender equality duty.

The Governing Board will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## Annex 1: Gender Equality Action Plan Sept 2010-August 2011

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
1.	<b>Developing staff awareness of Gender Equality Issues</b>	Ensure all teachers and support staff are aware of their responsibilities, under the Sex Discrimination Act 1975 (Amendment) Regulations 2008 and the Equality Act 2010, to students and that relevant advice and guidance from the legislation and the Academy's HR adviser is issued and revisited annually	Vice Principal (Teachers) Office Manager	Ongoing		
		Ensure that all the policies and procedures concerning equal opportunities for employees are reviewed and amended appropriately (eg appointments, pay and conditions of service, maternity, performance management, capability and discipline procedures)	Finance Director	March 2011		
		Ensure staff induction and performance management includes guidance on gender equality.	Vice Principal (Teachers) and Office Manager	Ongoing		

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
		<p>Review the Staff Handbook to ensure that the Academy's equal opportunity objectives and procedures are fully explained</p> <p>Assess the impact of the Academy's current and proposed policies and practices on gender equality by collecting evidence from other actions and report to the Governing Board</p>	<p>Vice Principal (Teachers)</p> <p>Principal</p>	<p>March 2011</p> <p>Ongoing</p>		
2.	<b>Preventing and dealing effectively with bullying and harassment</b>	<p>Implement a programme of education and awareness with regard to bullying and harassment, with particular reference to sexual and homophobic bullying, in order to minimise it</p> <p>Monitor and report on bullying and harassment of a sexual or homophobic nature, of students and staff, and to use this information to determine future policy</p>	<p>Vice Principal (Teachers) Heads of School</p> <p>Vice Principal (Teachers) Heads of School</p>	<p>March 2011</p> <p>Ongoing</p>		

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
3.	<b>Listening to students, staff, parents and others</b>	<p>Use questionnaires and interviews to collect opinions with regard to provision for and/or experience of gender equality issues from students, staff, parents and others, via the Student Council, Parent Forum and student review meetings</p> <p>Actively encourage parents of both genders to participate in their child's education eg attending parents' evening/ options evening</p>	<p>Vice Principal (Learners) Head of Inclusion Heads of School Governing Board</p> <p>Vice Principal (Learners) Head of Inclusion Heads of School Governing Board</p>	<p>Ongoing</p> <p>Ongoing</p>		
4.	<b>Equality of opportunity</b>	<p>Consult teaching and non-teaching staff, students, parents/carers and other stakeholders to help deliver our objectives with regard to gender equality</p> <p>Ascertain from staff, via questionnaires, whether the Academy is perceived by them as being the equal opportunity employer it aspires to be</p>	<p>Vice Principal (Learners)</p> <p>Vice Principal (Learners) Finance Director</p>	<p>Ongoing</p> <p>April 2011</p>		

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
		Ensure that stereotypes in terms of gender are actively challenged in all aspects of the life of the Academy	Senior Leadership Team Heads of School	Ongoing		
		Monitor how gender issues are addressed across the curriculum by reviewing lesson plans, curriculum development, etc	Vice Principal (Learners) Heads of Curriculum Subject Leaders	Ongoing		
		Provide impartial careers advice and actively encourage students to consider paths that do not traditionally match gender expectations	IAG Co-ordinator	Ongoing		
5.	<b>Informing and involving parents and carers</b>	Focused parental workshop on parenting support	Vice Principal (Learners)	November 2010		
6.	<b>Welcoming new students and helping them to settle in effectively</b>	Heads of School and Head of Year 7 School to liaise with Head of Inclusion to ensure appropriate provision in place for all students	Heads of School Head of Year 7 School Head of Inclusion	Ongoing		

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
7.	<b>Addressing the full range of learning needs across all students</b>	<p>Monitor student achievement by gender, acting upon any trends or patterns in the data as necessary in order to reduce imbalances and to narrow the gap in attainment between the two genders.</p> <p>Ensure that teaching staff set targets that acknowledge the differences in learning between the genders.</p>	<p>Vice Principal (Learners) Heads of Curriculum Subject Leaders</p> <p>Vice Principal (Teachers) Heads of Curriculum Subject Leaders</p>	<p>Ongoing through observation cycle</p> <p>Ongoing through observation cycle</p>		
8.	<b>Improving the provision of services for all</b>	<p>Collect information on gender with regard to both students and staff and to use this information to improve the provision of services relevant to all students and their needs</p> <p>Continue to engage with and develop the national 'Healthy Schools' programme</p>	<p>Vice Principal (Learners)</p> <p>Director of Sport Specialism</p>	<p>Ongoing</p> <p>Ongoing</p>		
9.	<b>Making the Academy accessible to all</b>	<p>Offer students of both genders encouragement to participate in all aspects of Academy life including curriculum and extra curricular activities, Academy performances or Academy trips</p>	<p>Vice Principal (Learners) Heads of School</p>	<p>Ongoing</p>		

Gender Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
		Ensure the Academy environment is as accessible and welcoming as possible to visitors of both sexes. This includes open evenings, parent forums and community use of Academy facilities	Vice Principals	Ongoing		
		Take appropriate action to remedy any policy or practice which inhibits or contravenes gender equality	Principal	Ongoing		
		Address any issues with regard to exclusion and gender	Vice Principal (Learners)	Ongoing		
10.	<b>Monitoring and Evaluating the effectiveness of the Gender Equality Policy</b>	Standing agenda item for termly KPI meetings	Senior Leadership Team	Ongoing		
		Report to the Governing Board, against the policy every year and review the policy at least every three years	Principal	Ongoing		