



Camelsdale Primary School

Gender Equality Policy

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Please read this policy in conjunction with our 'Equal Opportunities Policy' our 'Disability Equality Scheme and Gender Equality Scheme' and our 'Behaviour Policy' (which includes our Anti-bullying Statement).

The Equality Act 2010 introduced a new single public sector equality duty which came into force on 5 April 2011. This is intended to ensure that public authorities and other bodies exercising public functions, including schools, consider the need to maintain standards of equality, equal opportunities and good relations between different groups.

The Context of Our School

The school is a smaller than average sized primary school for boys and girls aged four to eleven years. The school is situated on the outskirts of Haslemere in West Sussex. It serves the village of Camelsdale but a proportion of the pupils come from outside the local authority area. Most pupils are from families of white UK heritage and there are very few pupils from ethnic minorities at an early stage of English language acquisition. A below national average percentage of pupils are on the school's register for special educational needs, for a variety of learning and behavioural difficulties or who have a statement. Pupils come from a mixture of owner-occupied and rented accommodation. Although standards of attainment on entry are broad and balanced, generally these are above those typically found nationally.

Our Aims for Gender Equality

At Camelsdale we aim to:

- actively promote gender equality and oppose gender discrimination in all its forms and with respect to men/women, boys/girls;
- foster positive attitudes and commitment to an education for equality;
- Ensure that all pupils and staff are encouraged and able to achieve their full potential;
- Respect and value differences between people;
- Promote equally positive attitudes towards men and women, boys and girls;
- Prepare pupils for life in a diverse society;
- Be pro-active in tackling and eliminating unlawful discrimination;
- have clear procedures in place to ensure that all staff deal with forms of bullying and harassment promptly, firmly and consistently;
- Ensure that all incidents of harassment are recorded in our Incident's Log and then monitored.

This sits comfortably with one of the overall aims of "The Camelsdale Way" i.e to 'be a community of learners focussed on raising achievement and developing **everyone's** potential in our environment based on creative thinking and memorable experiences'.

Our 'Disability Equality Scheme and Gender Equality Scheme' states that:

"'The Camelsdale Way' is about offering ALL our children a caring and educationally rich learning environment in which they flourish as individuals and become increasingly valuable members of society.

Camelsdale is committed to ensuring equal treatment of all its employees, pupils and other people involved in the school community with any form of disability and of either sex. . . . Camelsdale does not permit harassment of any person. Everyone needs to be treated with respect. The governing Body takes any form of harassment very seriously and will want to follow up any issue particularly with parents harassing staff. This is not acceptable and definitely not 'The Camelsdale Way'. All staff have a right to come to work and to be treated with respect."

Our Current Practice

☑ At Camelsdale we address gender equality throughout our Curriculum Journey- particularly in such subjects as P.S.H.E. and Citizenship, and within our Career's Week focus. Indeed, Career's Week 2016 took a focus on gender equality in the workplace, actively seeking opportunities to challenge stereotypes and provide more diverse role models.

- We ensure our resources, including books, displays and toys do not include unhelpful stereotypes but rather that they depict men and women, boys and girls equally;
- Any behaviour or comments from the children which may include a gender bias will be challenged by staff with opportunities created to discuss and challenge these attitudes;
- The performance of boys and girls is monitored closely in the same way all other pupils at the school;
- Registers, class lists etc are ordered alphabetically and not by gender;
- Sports teams may be mixed;
- Our school 'Houses' are mixed gender;
- Boys and girls are chosen equally for leadership roles such as House Captains, Prefects, Sports Ambassadors, Head Boy/Head Girl.

Staff

In all staff appointments the best candidate will be appointed, based on strict professional criteria. All staff are expected to set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the pupils and other members of the school community.

School Leadership Team

Date: Spring 2016

Review: Spring 2018

Governor Approval: