

Equality & Diversity 2018-20: Gender Equality Plan (GEP) 2018

1. Duties

This plan sets out how SJS will work to address the General Duty to promote gender equality.

2. Impact Assessment

Annual gender monitoring of staff has taken place since 2008 as part of annual pay review— refer to Pay Review documentation – with recruitment of male TAs and male clerical staff the two key outcomes. However, the school is not in a position to make any other than minor changes to the gender distribution of staff unless and until staff move on and the school budget allows replacement. Where this is the case the best candidate to do the job will be appointed regardless of gender.

The annual options review also highlights stereotypical option choices especially in technology and vocational subjects. Catering appeals to both boys and girls but Product Design almost exclusively to boys and textiles to girls. Staff continue to work with students and parents in an attempt to overcome students' perceptions of certain subjects and careers.

3. Action Plan to address the Gender Equality Duty

<p>GEP1 Promotion of equality</p> <p>To promote equality of opportunity between men and women.</p> <ul style="list-style-type: none"> • <i>Continue the annual workforce review</i> • <i>Ensure job packs are gender neutral</i> • <i>Review recruitment practices for male TAs and clerical staff</i> 	<p>Resp: SENCO and DFBE</p> <p>End date: On-going</p> <p>Cost: N/A</p>
<p>Success:</p> <ul style="list-style-type: none"> • Applications - greater uptake from male applicants • Increased proportion of men as TAs/ clerical staff 	
<p>GEP2 Promotion of equality</p> <p>To promote equality of opportunity between boys and girls</p> <ul style="list-style-type: none"> • <i>Continue to challenge gender based stereotypes in lessons, images around school, assemblies and visitors</i> • <i>Positive images with regard to career choices</i> • <i>Pro-active regarding girls and STEM</i> • <i>Inform parents of opportunities for both boys</i> 	<p>Resp: IAG Co-ordinator SL Science, Ty, Voc</p> <p>End date: On-going</p> <p>Cost: N/A</p>

<p><i>and girls in non-traditional occupations e.g. boys and textiles.</i></p> <ul style="list-style-type: none"> • <i>Ensure there is a good gender balance regarding visiting 'experts' who present to students e.g. female prison warders</i> • <i>Encourage gender balance in Student Council</i> 	
<p>Success: Greater choice at options time of non-traditional outcomes. Careers advice improved regarding challenging 'traditional' employment routes Ex-students who have progressed into non-traditional occupations eg hairdressing coming back to talk to students</p>	
<p>GEP3 Lesbian, gay, bi-sexual and transgender group</p> <p>To build on the LGBT group and ensure higher profile around school.</p>	<p>Resp: LGBTQ Lead</p> <p>On-going</p> <p>Cost: Marginal</p>
<p>Success: Assembly taken by LCBT group Group self-managing with students driving agenda Regular visits by The Intercom Trust Students getting involved representing the school</p>	
<p>GEP4 Sexual violence and sexual harassment between children in schools and colleges.</p> <p>To act on advice contained within document December 2017</p>	<p>SLT Pastoral Team</p>
<p>Success: New policy written and adopted by governors. Behaviour policy reviewed. Management of incidents reflect advice given in paper.</p>	

4. Gender monitoring

This will be through governors subcommittees Staffing & Finance and Curriculum

5. How information gathered is used.

Information will be reported to Staff and Governors. Data and outcomes to be reported via website

6. Staff Development

Any actions to be incorporated into the SDP

7. Annual reporting

Reporting will be via various committees.