

## **Rathkeale No. 2 National School**

### **Gender Equality Policy Statement**

Equality is about equal opportunities for people to achieve their full potential. It is an economic issue. It is a question of human rights and hinges on the notion of respect for persons. Equality is a question of balance and fair play for all.

#### **Rational:**

The gender equality policy will assist all the school partners in achieving a balanced and inclusive learning environment for the pupils. Equal opportunities will be afforded to all members of the school organisation.

#### **Aims and Objectives:**

- To promote greater awareness of equality issues.
- To help pupils to achieve their potential regardless of their gender.
- To promote a supportive and inclusive learning environment which will foster the development of the self-esteem of boys and girls.
- To contribute to the breaking down of stereotypes and to the opening up of opportunities for all pupils.
- To ensure that all school administration and organisation procedures are fair and balanced.

#### **Procedures in Implementing Policy**

Organisation of Pupils:

Pupils will be lined up randomly or grouped according to some factor other than gender when the need for groups or lines is required.

Pupils will be encouraged to work and play in mixed groups.

Care will be taken to invite both female and male outside speakers.

Equal attention will be given to the success of all pupils regardless of gender.

#### **Organisation of Materials:**

Storage and handling of materials will be done by pupils on a rota basis.

Encouragement and praise will be given to pupils involved in non-traditional areas of organisation and study.

#### **Organisation of Space:**

Seating will be arranged by any factor other than gender.

Equality will be ensured in the allocation of play space and school facilities.

### **Organisation of Time:**

All children will have equal access to all areas of the curriculum.  
Effort will be made not to label pupils as “boys” or “girls” as this may affect the way the teacher interacts with them.

### **Organisation of School Chores:**

School chores will be allocated equitably.

### **Other School Activities:**

Balance will be ensured in scripts of school plays.  
Boys and girls will be equally involved with make-up, props and prompting.  
Items, which will appeal to the widest possible number of pupils, will be chosen.  
Roles will not be confined to either sex.  
Outings and tours will cover a range of interests and activities in order to encourage pupils to develop interests, which are not restricted by assumptions based on sex stereotyping.  
The range of activities available to pupils will ensure gender balance in their organisation.

### **Information Technology:**

Equal opportunities for experimentation, exploration and discovery in the use of computers for girls and boys will be given.  
Approach and presentation will be varied across the curriculum.

### **Play Activities:**

Teachers will ensure that there is a balanced approach to competitiveness and co-operation among all pupils.  
Role-play activities will be introduced to all pupils.

### **School Planning:**

Efforts will be made to ensure that school planning takes account of gender equity issues.  
Care will be taken to cultivate an equal opportunities perspective across the curriculum.

### **Discipline/Training:**

Any reference to gender in matters of discipline will be avoided.  
Gender-biased expectations regarding behaviour of pupils will be avoided.  
Self-respect and respect for others will be encouraged.

### **Parents:**

Both fathers and mothers will be invited to meet with teachers.  
Meetings will be used as opportunities to inform parents and to discuss with them the means of avoiding sex stereotyping at home and at school.

Both fathers and mothers will be encouraged to act as a resource to the school.

## **Curricular Issues to be addressed**

### **Language:**

Boys and girls will be encouraged and corrected in the same manner.  
Equal attention will be given to boys and girls.  
Both boys and girls will be instructed on how to solve problems.  
Drama will be used to explore different roles.  
Familiar situations which are contrary to sex stereotyping may be discussed.  
Pupils will be helped to critically analyse stereotyping in books, films, etc.  
School materials will be present in a non-stereotyped manner.

### **Mathematics:**

In planning mathematics for the whole school every effort will be made to ensure that girls as well as boys derive maximum benefit from the subject.  
Every effort will be made to reduce stress and feelings of inadequacy in the mathematics lesson.  
Number games, materials, equipment and calculators will be a feature of as many mathematics lessons for all pupils.  
Care will be taken that neither the boys nor girls adopt a dominate attitude in any mathematics lesson or activity.  
All pupils will be encouraged to ask questions.  
Group teaching methods and collective problem solving will be used regularly in order to promote co-operation among all pupils.  
Parents will be encouraged to actively support mathematics education for boys and girls.

### **Social, Environmental and Scientific Studies:**

Care will be taken to present a balanced view on the contributions of both men and women to the development of the world.  
History texts will be critically examined to identify stereotyping.  
The social experience of ordinary men and women, not just "great men" or "women" should be emphasised.  
The active part played by women in Irish literature and history will be highlighted.  
Care will be taken to ensure that the generic term "man" does not refer solely to males.  
The changing patterns of employment, with women becoming a larger part of the workforce, will be emphasised.  
Both girls and boys will be trained in the handling of and use of equipment.

### **Physical Education:**

The needs and interests of both boys and girls will be recognised in an equitable manner.  
Progression in the PE activities, from Junior Infants to Sixth class, for both girls and boys will be ensured.  
Segregation in the teaching of PE lessons will be avoided.

Equal access to equipment, space etc. will be afforded to both boys and girls.  
In the promotion of physical fitness, equal recognition to the needs and experiences of both girls and boys will be given.

### **Music:**

The music programme will give equal recognition to the needs and interests of both boys and girls.  
Girls and boys will not be segregated during the music lesson.  
Boys and girls will be given equal encouragement to learn a musical instrument.

### **Arts and Crafts:**

Every effort will be made to ensure that the teacher's language, attitude and expectations are non-sexist.  
Balance in the quality and quantity of teacher interaction with girls and boys will be ensured.  
Boys and girls will be encouraged to work together.  
Girls and boys will, equally, be encouraged towards accuracy in their work and towards awareness of colour, pattern and shape.

### **Monitoring and Evaluation:**

The gender equality policy will be reviewed by the teachers and Board at the end of each school year. Where changes in legislation or attitudes have taken place the contents of the policy will be updated. The success of the implementation of the policy will be monitored, on an on-going basis, by the teachers.

### **Review and Ratification**

This policy was reviewed by the Board of Management on 6<sup>th</sup> March 2017 and will be reviewed again in the 2019-2020 school year.