

It's important to involve all staff within the school, to ensure everyone is working towards gender equality, trained to play an active role, and aware of the effects of unconscious biases.

SOME IDEAS FOR HOW TO GET STARTED

<p>EYFS</p>	<ul style="list-style-type: none"> • Make sure that staff are trained to understand, recognise and challenge conscious and unconscious bias. They should have the opportunity to revisit training and continue the conversation with other teaching staff as part of CPD. • Support staff so they feel able to have conversations about gender inequalities, stereotyping and violence with parents and carers when needed.
<p>PRIMARY</p>	<p>Many of the points in the other sections are also relevant for this age group. Primary schools may also want to:</p> <ul style="list-style-type: none"> • Make sure that one person takes a lead role in organising CPD so that all staff can benefit from ongoing education/upskilling in the area of gender bias. • Create a culture where children understand that gender bias and sexism e.g. pulling skirts up/individuals being called sissies/boys being called girls as an insult, is not acceptable and will result in disciplinary action and/or a discussion as to why. • Develop an understanding amongst staff that sometimes different groups need different treatment in order to achieve equal outcomes. • Encourage teachers to manage classes to ensure that all pupils feel able to contribute in lessons. Use a variety of techniques to drive balanced participation. • Promote the sharing of knowledge and encourage staff to be aware of current debates/issues in the press and education journals. This could be done through a monthly email update giving links to relevant articles or blogs.
<p>SECONDARY</p>	<p>Many of the above points are also relevant for this age group. Secondary schools may also want to:</p> <ul style="list-style-type: none"> • Organise training and CPD for staff on gender equality/equity, awareness and conscious and unconscious bias and ensure this training is given to all new staff. • Create a drop-in safe space where staff can openly discuss issues around gender inequality. • Create a toolkit of cross-subject ideas to help teaching staff tackle unconscious bias. This could include, for example, teachers allocating roles in group work if it seems that learners are leaning towards allocating certain roles to boys and certain roles to girls. • Ensure that classroom management is for the benefit of all students' learning e.g. girls should not be used to manage the behavioural problems of boys. • Understand the pressures of, and challenge gender-based violence and sexism (e.g. sexting, rape culture)

WHAT DOES GOOD LOOK LIKE?

- Staff understand what gender inequality, sexism and stereotyping are, how perceptions are reproduced, and the effects this can have. They are committed to ending gender bias in the school, and continually reflect on their own practices and the language they use.
- Staff recognise that they may have unconscious bias, so put processes in place to make sure it doesn't affect learners.
- Staff feel able to step in if they hear/see biased language and/or behaviors being used by other teaching staff.
- If learners demonstrate biased sexist behaviour, such as excluding a peer from an activity because of their gender, staff use disciplinary measures and/or a discussion to address.
- Staff praise learners for their effort and avoid gender specific comments or divisions, such as requesting boys to do physical jobs.
- Staff actively seek opportunities for learners to discuss gender bias.

POSSIBLE EVIDENCE

Evidence may include programme materials, project work by learners and data about the impact of any changes. For example, schools could submit:

- Details of unconscious bias training given to teachers, and their reflections.
- Written reports by teaching staff showing that they understand and have audited the impact that gender bias can have and outlining changes they have made (e.g. to lesson plans) as a result of their training.
- Project work, such as a short film made by staff and students to show the manifestation and impact of gendered language in their school.
- Notes from regular staff meetings showing that relevant issues are being discussed and next step actions given to drive change.
- Examples of an equitable, open and inclusive gender climate in school.