



GENDER EQUALITY POLICY

Date Policy Reviewed	April 2026		
Date of Next Review	April 2028		
Person(s) Responsible for Review:	Owner:	Approver:	Board/Legal Approval:
	Head of Year 3 and 4	DHP	n/a
Related Policies	Allegation Management and Low-Level Concerns Equal Opportunities Learning for Life (PSHEE/PSED) RSHE Anti-Bullying Safeguarding Flexible Working		

PUPILS

Purpose

- To ensure equality of education and opportunity for all pupils, irrespective of race, sex, disability, age, religion or belief, sexual orientation or gender reassignment
- To ensure that all those connected with the school – pupils, staff, parents and visitors - are treated equably in regard to protected characteristics

This Gender Equality Policy takes due regard to the Government non-statutory guidance document: ['Gender Separation in Mixed Schools'](#) (2018)

LEGISLATIVE CONTEXT

[The Equality Act 2010 and schools](#) (2014) provides further guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act.

Key Principles

Separation

The Manor recognises that schools should not generally separate pupils by reference to protected characteristics such as gender. Any separation by reference to a protected characteristic is likely to give rise to unlawful discrimination.

Since September 2018, The Manor extended its co-educational offering to continue from Year 2 into Prep. There may sometimes be significantly greater numbers of one gender in a given year group than another. In these instances, the School may have one single-sex form class within a year group, to allow for more even ratios in the

other form classes. In these instances, separation will never deny children the choice or opportunity to interact academically or socially with pupils of the other sex.

Children are not separated by gender for assemblies or extra-curricular activities. The academic curriculum is the same for all children at The Manor.

Positive Action and Single-Sex Activities

The Manor recognises that there will be instances where separating by gender is appropriate and lawful, such as for some Relationship Health & Sex Education lessons (RHSE) in our 'Learning for Life' (PSHEE/PSED) curriculum. The Government non-statutory guidance document, 'Gender Separation in Mixed Schools' (2018), page 5 states:

'In certain circumstances, schools may be able to provide activities or lessons which are confined to one sex, or in which boys and girls are separated, by reference to justifications based on positive action.'

Positive action, as a general exception to discrimination under the Act, is set out in section 158 of the Equality Act 2010. Under that section, separation of pupils by sex may be justified if the school reasonably thinks that:

- a) *Girls or boys suffer a disadvantage connected to their sex;*
- b) *Girls or boys have needs that are different from the needs of the other sex; or*
- c) *Participation in an activity by girls or boys is disproportionately low.'*

Single-Sex Sport

The Manor recognises the Government non-statutory guidance document, 'Gender Separation in Mixed Schools' (2018), which refers to participation in a "gender-affected activity" as:

'... a sport, game or other activity of a competitive nature in circumstances where the physical strength, stamina or physique of the average girl (or boy) would put her (or him) at a disadvantage in competition with the average boy (or girl). So, for example, this exception might permit a mixed school to have a boys-only football team, or a girls-only hockey team. However, the school would still have to allow girls, or boys as the case may be, equal opportunities to participate in comparable sporting activities. The judgement on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify separation in relation to sports for younger children. It is appropriate for schools to take account of the age and stage of development of children who are likely to be competitors in considering whether an activity is gender-affected.'

Where separate teams exist for different sexes, it would be unlawful discrimination for a school to treat one group less favourably – for example by providing the boys' hockey or cricket team with better resources than the girls' team.'

As an IAPS member school, The Manor follows the association's [inclusive sport](#) guidance and believes in the importance of sport as part of an all-round education for its pupils. All children should have access to enjoy and benefit from participating in sport, regardless of their background, ethnicity, gender or ability.

Girls and boys take part in mixed and single sex team games for hockey, football, netball, rugby and cricket. The culture of netball in preparatory schools remains predominantly girls, however girls and boys are both taught netball and fixtures are



open to all. IAPS regulations state that competitions are for “girls only”, therefore girls will only attend IAPS competitions until these guidelines change. Extra-curricular clubs are open to all abilities and gender, including netball clubs. In addition, all PE lessons are taught per class and regardless of gender. Therefore, PE lessons could be mixed or single sex, depending on how many girls or boys are in a particular class.

Negligible and Exceptional Separation

‘Gender Separation in Mixed Schools’ (2018) page 6 states:

‘Apart from the statutory exceptions, there may be occasions where a mixed school can lawfully separate boys and girls if the separation can be considered negligible in its effect on the ability of pupils of both sexes to mix, socialise or learn from and with each other. Schools will have to consider any such sex separation on a case-by-case basis and should regularly evaluate whether the separation could be said to give rise to any detriment to any pupil or either sex.’

‘It is permissible for toilet and boarding accommodation facilities to be separate as they are captured under existing statutory exceptions. Separate toilet and washing facilities must be provided for boys and girls aged 8 years and over pursuant to Regulation 4 of the School Premises (England) Regulations 2012, which falls within the exemption provided for in Schedule 22 of the Equality Act 2010.’

ADULTS

Key Principles

- To ensure that all those connected with the school – pupils, staff, parents and visitors - are treated equably; regardless of race, sex, disability, age, religion or belief, sexual orientation, gender reassignment, marriage or civil partnership or pregnancy or maternity and work/family commitments; by encouraging equitable and discrimination free attitudes in children and throughout the school community
- To ensure that everybody is treated equally in the recruitment process
- To identify, support and provide opportunities for the professional development of staff and governors, irrespective of race, sex, disability, age, religion or belief, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy or maternity and work/family commitments
- To challenge gender stereotyping in any context
- To investigate and address any complaints of sexual and sexist bullying, from staff, pupils or parents in the manner described in the School’s Anti-Bullying Policy, Allegation Management and Low Level Concerns Policy and/or Safeguarding Policy, as appropriate
- To provide sufficient opportunities for parents of pupils to have appropriate workable access to teaching staff with regard to their child's educational development



LEGISLATIVE CONTEXT

[The Equality Act 2010 and schools](#) (2014) brings together acts relating to equal pay, sex discrimination, race relations, disability discrimination and employment equality for religion, belief, sexual orientation, and age.