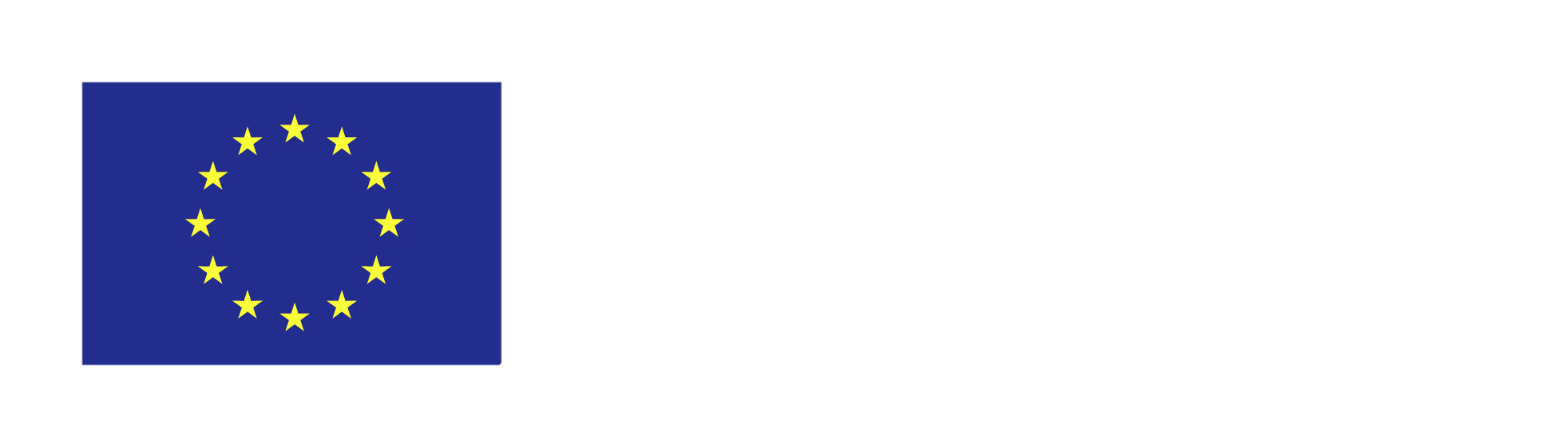
**Gender Equality Charter Mark**

Community

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Level | Key Question | Emerging | Working towards | Developing practice | Embedded practice |
| Family engagement | School/kindergarten | To what extent does the school/kindergarten support the engagement of families with GE work? | Assess how school/kindergarten already engages families and researches ideas on family engagement with GE.  Make contact with relevant external agencies and other educational organisations to seek advice/ideas for good practice. | Share ideas on family engagement with GE with staff, students, family members, family representatives on governing body and/or Parent Teacher Association.  Develop a plan for sharing principles of GECM with community. | Implement family engagement activities around GE.  Share principles of GECM with community.  Update forms to include gender reporting.  Record and report disclosures and signposts to relevant authority.  Develop training for all stakeholders (multi -agency) as part of safeguarding liaison training.  Develop policy about families and staff working together on gender issues. | Implement and review policy on family engagement and gender issues.  Share practice with all stakeholders and community links.  Ensure families and communities contribute to development of GE in school/kindergarten. |
|  | School/kindergarten staff and teaching | To what extent do school/kindergarten staff engage families with GE work? | Encourage staff to discuss with colleagues how to deal with families’ gender ideas, stereotypes etc.  Encourage staff to seek ideas/ examples of good practice. | Plan and run an information event for families about gender stereotypes or inappropriate gender-based behaviour involving staff.  Ask students to observe gender stereotypes in their school/kindergarten community. | Discuss family involvement in teaching about GE.  Ensure students are aware of a trusted adult they can speak to about gender issues outside of school/kindergarten.  Build learning about gender stereotypes and inappropriate gender-based behaviour into the curriculum based on student feedback from observation in local community. | Encourage families and school/ kindergarten staff to work together on gender issues.  Share good practice with relevant networks and educational establishments. |
|  | Students and Learning | To what extent are students supported by the school/kindergarten with gender issues in their families? | Encourage students to discuss issues relating to gender stereotypes in a safe and sensitive manner. | Enable students to observe gender stereotypes outside school/kindergarten/in the community and discuss in a safe environment. | Train and appoint student ambassadors for students about gender-related issues in the community. | Enable established student groups to carry out peer education in the school/kindergarten and school/ kindergarten community. |
| Wider community | School/kindergarten | To what extent does the school/kindergarten mutually engage the wider community including other school/kindergartens in GE work? | Assess how well the school/kindergarten already engages with the wider community in GE work.  Make contact with relevant external agencies and other educational organisations to seek advice/ideas for good practice.  Identify key representatives of wider community. | Share ideas about wider community engagement with staff, students, parents/carers and key representatives of wider community.  Develop a plan for sharing principles of GECM with community. | Implement wider community engagement activities around GE.  Share principles of GECM with community. | Implement and review policy on wider community engagement and gender issues.  Share practice with all stakeholders and community links.  Ensure wider community contributes to development of GE in schools/kindergarten. |
|  | School/kindergarten staff and teaching | To what extent do school/kindergarten staff mutually engage the wider community including other school/kindergartens in their teaching? | Encourage staff to discuss with colleagues how to deal with gender ideas, stereotypes etc. in wider community.  Seek ideas/ examples of good practice. | Plan and run an information event for wider community about gender stereotypes or inappropriate gender-based behaviour with involvement of staff.  Ask students to observe gender stereotypes in the wider community. | Build learning about gender stereotypes and inappropriate gender-based behaviour into the curriculum based on student feedback from observation in local community. | Develop policy about working with wider community on gender issues.  Share good practice with relevant networks and educational establishments. |
|  | Students and Learning | To what extent are students involved in GE work in the wider community including other school/kindergartens? | Encourage students to discuss issues relating to GE in wider community in a safe and sensitive manner. | Enable students to observe GE issues in wider community and discuss in a safe environment. | Support students to talk about gender issues in their community. | Enable established student groups to carry out peer education in the wider community. |
| Transition between educational institutions | School/kindergarten | To what extent does the school/kindergarten support the engagement with GE in transition from other school/kindergartens/ educational institutions? | Research good practice around links and transitions with secondary school/kindergartens and Early Years including what is being done well in Early Years and Primary settings  Make links with relevant agencies. | Find out existing links with feeder school/kindergartens and secondary school/kindergartens and local further education colleges and identify good practice in GE around links and transitions (see issues in Emerging). | Work with one school/kindergarten to share an understanding of the primary and secondary context and how ideas around gender equality can be progressed through the phases. Set up an Induction day at secondary: lessons to specifically include e.g. female scientist etc.  Encourage primary visitors to promote GE in primary school/kindergartens.  Share learning with one further education college. | Share curriculum and good practice information on GE with feeder school/kindergartens and further education colleges.  Set up network with local schools/ kindergartens and colleges for regular exchange of information. |
|  | School/kindergarten staff and teaching | To what extent is school/kindergarten staff involved in communicating GE work to school/kindergartens/ institutions that feed into it? | Enable school/kindergarten staff to share ideas around good practice in GE in links and transitions. | Science and PSHE staff in particular share learning around key issues in GE with feeder school/ kindergartens and local further education colleges. | Engage link with one feeder primary and one further education college around GE. | Work on Transition projects and GE.  Lead on curriculum engagement with primary and college staff.  Put on Transition events with families to develop a shared understanding of GE issues. |
|  | Students and Learning | To what extent is students' experience of GE consistent between educational organisations that they attend? | Encourage students to share their experiences and learning from earlier phases of education.  Contact former students to share their experiences of further education. | Involve current and former students in helping to identify good practice in GE with feeder school/kindergartens and local further education colleges. | Enable student counsellors to work with students in identified feeder primary and further education college on GE. | Ensure students work on GE Transition projects.  Ensure students support curriculum engagement with primary and college staff.  Involve students in assisting at Transition events with families to develop a shared understanding of GE issues. |

With the support of the

Erasmus+ programme of

the European Union