CHAMPION FOCUS AREA

Engagement with parents, carers, and the wider school community

The biggest impact will be made when the whole school community works together. Involving parents/carers from the start can help children and young people challenge gender inequality in wider life.

SOME IDEAS FOR HOW TO GET STARTED

EYFS	• Launch a family learning project to inform and involve parents and carers. This could be followed by joint staff/parent/carer CPD sessions. • Challenge stereotypes and explore why they are harmful e.g. a child's emotional or skills development could be affected if they are steered towards making dressing-up or toy choices based on their gender.
PRIMARY	Many of the points in the other sections are also relevant for this age group. Primary schools may also want to: • Invite parents/carers to share their views and experiences. For example, the school could hold breakfast sessions and give pupils a role in briefing parents/carers about conscious and unconscious bias. • Involve parents/carers in a working group. This should be gender-balanced. • Include opportunities for data gathering and discussion within homework topics. • Look at how to improve gender balance within parent committees, school trip volunteers, the governing body etc. Consider how meeting times and role descriptions etc. can unwittingly introduce bias and engage seriously with issues raised.
SECONDARY	Many of the above points are also relevant for this age group. Secondary schools may also want to: • Use transition events as an opportunity to explain the school's views on gender inequality. • Explain why gender bias is harmful, through the school's website, newsletters, meetings and so on. • Encourage and support students to lead an awareness briefing for parents/carers. This could be guided by the results of a parent/carer survey. • Invite parents/carers and other relevant people into school to share their views of working in diverse organisations. • Make the most of parents' experiences, by asking them to help shape policy and practices.

WHAT DOES GOOD LOOK LIKE?

- A communications plan is in place to ensure that the wider school community is involved in tackling gender bias. This plan includes how families will be kept informed about the school's progress towards Gender Action awards.
- Communications reflect the fact that parents/carers are not all the same and may have differing views on gender.
- Parents/carers are supported to move away from gender stereotyping at home. For example, they're shown that they don't have to choose books, toys, school subjects etc. based on gender.
- Gender inequality, sexism, gender-based violence and gender stereotyping, and the associated impacts on children and young people, are fully explained to parents/carers. Information is given about how the school plans to tackle the problem and links are made to quality external resources.
- The school makes the most of external expertise, for example by inviting parents/carers to talk about their careers and asking them to act as mentors.

POSSIBLE EVIDENCE

Evidence may include parent communications, surveys and data about the impact of any changes. For example, schools could submit:

- A gender equality plan co-created by children and young people, staff and parents/carers.
- A leaflet or evidence of an assembly explaining the issue and giving tips to parents/carers.
- Details of how parents/carers, external experts and/or local organisations have shared their experiences with the school.
- Details of how the school has used the Gender Action award to encourage the wider school community to tackle stereotyping.