



Chatham & Clarendon Grammar School Risk Assessment:

Ensuring the equality of teaching and learning through gender separation of students in KS3 and KS4

Purpose of Risk Assessment: To review the risks and hazards that could pose an issue for students being taught in single sex classes in KS3 and KS4.

Assessment Date	04/03/23	Lead Assessor	Chris Freeman	Designation	Business Manager	Assessment Number	1 29
Activity / Task							
Description of task / process / environment being assessed	CCGS is required to ensure that provision is equal in quality and nature such that the remediation of disadvantage does not result in inequality of provision. The school acknowledges this risk, and actively takes steps to assess and monitor to ensure that equality of provision is maintained.						
Activities Involved	Teaching and learning in KS3 and KS4					Location	All Sites
Who might be affected	Staff Member ✓	Student ✓	Volunteer x	Visitor x	Contractor X		



Hazard Identification and Evaluation

No	Hazards	Associated Risks	Current Control/ Mitigation Measures	Risk Evaluation (Post Measures)			Review of Additional Control Needed? Action No
				Probability	Severity	Risk	
1	The curriculum does not meet the needs of students	Risk of students being disadvantaged through the curriculum available	<ul style="list-style-type: none"> • There is an identical curriculum for girls and boys (with the exception of competitive sports, where the physical strength, stamina or physique of an average pupil of one sex would place him or her at a disadvantage compared to an average pupil of the other sex). • All academic options are available to both girls and boys. • In addition: • boys and girls are taught the same subjects and curriculum by the same teachers; • teachers teach in every part of school; • students' attention is drawn to the principles of equality as we encourage them to cast a critical eye at the equal (or not) nature of our provision • the school actively and promptly acts on student voice where genuine potential examples of inequalities are found • equal resources devoted to boys and girls • boys and girls equally likely to study set texts on typically 'male' and 'female' topics • Academic competitions simultaneously open to both boys and girls The school does not separate boys and girls on any grounds other than classroom teaching in KS3 and KS4 (Maths, English, Science, MFL and Games). • All extra-curricular activities (with the exception of sport) are run as co-educational activities and pupils are allowed to mix freely at break and lunchtime. 	1	3	3	



			<ul style="list-style-type: none"> All students have equal access to academic enrichment such as D of E, CCF, EPQ (Extended Project Qualification), competitions, study skills days and sports day. 				
2	The curriculum offer is different due to different teachers teaching boys and girls separately	Risk of students being disadvantaged owing to access to different teachers.	This is not a risk. Each Department shares the teaching and learning through KS3 and KS4 dependent on the staff strengths and expertise.	2	3	6	
3	Students may be 'steered' to stereotypical gender based employment	Risk of Careers Education encouraging students to pursue gendered courses and careers	<ul style="list-style-type: none"> Through its Careers programme, the school provides accurate, up-to-date careers guidance for all students in Year 7 – 13, presented in an impartial manner enabling students to make informed choices about a broad range of career options and helping to encourage them to fulfil their potential. Analysis of university and other destinations is undertaken to identify negative trends. 	2	3	6	
4	Students do not experience the same learning through PSHE	Risk of single sex delivery of PSHE resulting in less respectful attitudes towards the opposite sex	<ul style="list-style-type: none"> Through the School's broad-based curriculum in general terms, and specifically through the PSHE and PE (Personal Development) programme, as well as through various extra-curricular activities, the School prepares all students for the opportunities, responsibilities and experiences of life in British society. The school actively promotes principles that encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010. Mutual respect is at the core of school life. We encourage all students to take responsibility for their behaviour and contribute positively to the school and local community. 	1	3	3	The School's Anti-bullying policy ensures that all forms of abuse and discrimination are dealt with robustly and where appropriate, support and education provided to individuals and groups. The School's LGBTQ+ club is open to all students regardless of sexual orientation.



5	Students do not have access to all facilities on offer in school	Risk of students being disadvantaged owing to access to different facilities.	<ul style="list-style-type: none"> Boys and Girls have access to all areas dependent upon their age (e.g. KS3 students remain on the lower site). Main toilets are segregated, however there are toilets accessible to all students in all sites. 	1	3	3	
6	Students do not have the opportunity to mix	Risk of students being unable to develop into socially confident individuals with peers of the opposite gender	<ul style="list-style-type: none"> Gender separation is limited only to achieve an advantage which we currently limit to academic lessons. At all other times students are encouraged to socialise freely including before and after school, at break and lunch times and in extracurricular activities. 	1	3	3	
7	Students questioning their gender may not feel supported	Risk of students who are transitioning being treated less favourably	<ul style="list-style-type: none"> In consultation with the school and their parents, a transgender student may transfer from Girls' classes to Boys' classes or vice versa, or remain where they are. The school will take a student-centred approach and work to enable the student to transfer classes at the moment that is in student's best interests; the student's needs and desires will be taken into account. The student will be able to move to identical schemes of work and programmes of study, from a boys' class to a girls' class, or vice versa, with no interruption in learning 	2	3	6	
8	Students may not have the opportunity to participate in all sports	Risk of single sex curriculum PE resulting in differing participation	<ul style="list-style-type: none"> Section 195 of the Equality Act 2010 contains an exception, which permits single-sex sports. It applies to participation in a "gender-affected activity". A "gender-affected activity" is 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). Girls and boys will have equal opportunities to participate in comparable activities and the school ensures that the experience is comparable and receives comparable resources. 	1	3	3	Girls do have the opportunity to play Rugby, Football and Cricket; boys do have the opportunity to play Rounders or dancing activities
9	Students may perceive being discriminated due to their gender	Risk of teachers, parents and students viewing, addressing and treating each sex differently because of separated teaching.	<p>The school recognises this potential risk and mitigates through:</p> <ul style="list-style-type: none"> Staff induction, training and briefings with an emphasis on ensuring equality of provision within the taught curriculum and extracurricular activities; continual dialogue with students and staff to: raise awareness of the impact of language in shaping thought, and continually using critical thinking skills to evaluate what we see around us Regularly surveying parents concerning their views 	2	3	6	Parents evenings and open days events – school productions, sports days are all opportunities where students, staff and parents



			<ul style="list-style-type: none"> Ensuring information provided to parents enables them to make informed choices about the provision of education and how their daughters/sons are educated regular reviews of opportunities for boys and girls to educational, extra curricular and social / recreational interaction 				can discuss these type of matters
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Control Improvements				
Action No	Recommended Additional Control Measures	Responsibility	Target Date	Date Completed
1	A Policy covering Gender based issues within Teaching and learning should be reviewed	Governing Body	15/03/2024	
2	A survey of current parents and staff asking for their views of the current Education provision should be sought	Head teacher	April 2024	
3	Students should be asked for their views on separation of teaching and learning at KS3	SMT	April 2024	
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Additional Notes
Consider need for discussing this policy and RA at the next Staff meeting in Term 5

Risk Evaluation	Consequence of Event Occurring (Severity)	Likelihood	Severity	



		Negligible	Minor	Moderate	Major	Critical
Likelihood of event occurring (probability)	Almost Certain	Tolerable 5	Substantial 10	Intolerable 15	Intolerable 20	Intolerable 25
	Likely	Tolerable 4	Substantial 8	Intolerable 12	Intolerable 16	Intolerable 20
	Possible	Trivial 3	Tolerable 6	Substantial 9	Intolerable 12	Intolerable 15
	Unlikely	Trivial 2	Tolerable 4	Tolerable 6	Substantial 8	Substantial 10
	Rare	Trivial 1	Trivial 2	Trivial 3	Tolerable 4	Tolerable 5

		Risk Control Strategies
Rare; will probably never happen/recur	Negligible	Intolerable; stop activity, take immediate action to reduce the risk
Unlikely; do not expect it to happen, but is possible	Minor	Substantial; take action within an agreed period
Possible; might happen	Moderate	Tolerable; monitor the situation
Likely; will probably happen	Major	Trivial; no action required
Almost Certain; will undoubtedly happen	Critical	

Declaration - If the above control measures are implemented the risks posed by the task / process / environment assessed will be controlled to as low as is reasonably practicable.			
Persons Involved in Assessment		Date:	
Signature of Responsible Manager		Date:	

Reviews – this assessment should be reviewed at intervals no greater than 1 month or when there are changes in operational procedure, personnel, the work environment or following an incident.							
Review Date	Comments	Reviewed By	Signature	Review Date	Comments	Reviewed By	Signature



Health & Safety Risk Assessment Sign-off Sheet		Assessment Number	
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Declaration by employees involved in the activity detailed above – I fully understand the activity outlined above and the risk control measures that I must implement, use or wear. I have received sufficient information, instruction and training so as to enable me to conduct this activity with the minimum of risk to myself and others.

Employee Name	Email response	Supervisors Name	Date	Employee Name	Email Response	Supervisors Name	Date

