



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## Policy for Separation by Gender

Agreed by Governors: March 2024

### Preamble:

**It is our intention to ensure our educational offer at CCGS does not discriminate against any protected characteristics group and that all students receive the same, high-quality education. We regularly review our decisions regarding our curricular model, assess any possible unintended consequences of this and continue to make sure both sexes are treated equally.**

### 1. Introduction

Chatham House Grammar School and Clarendon House Grammar School maintained separate, single sex girls' and boys' schools until the formal merger of those schools in 2012, thus becoming Chatham & Clarendon GS. Prior to this, the two schools had a separate DfE number and operated autonomously from each other.

The process of merging the two schools was a time of instability and challenge as it required students, parents and staff who had elected for single gender education settings to come together and join within a new, co-educational school setting.

Since 2012, the school has offered a broad, inclusive curriculum model based on single gender KS3 provision, core subject single gender KS4 lessons with mixed option subject classes and fully mixed KS5 provision. This allows the curriculum to be equitable and reduces possible gender stereotyping. It also allows teaching and pastoral care to be more focused, sensitive, and meet any gender-specific needs of students.

This model facilitates single gender teaching at the crucial, formative stage of a student's education (KS3) whilst supporting and nurturing social mixing opportunities within the overall school day as part of our co-educational school community. As students progress and mature through our school, they are encouraged to pursue their own interests and studies, and to challenge negative gender perceptions of certain subjects. Inspirational people of all genders in fields such as science are celebrated in school displays eg scientists on the House notice board.

Although boys and girls are taught separately, the curriculum at KS3 is identical; the same subjects are provided with the same timetable allocations; almost all staff teach both boys and girls, and the school takes positive steps to ensure equality of provision.

Whilst academic lessons are separate, boys and girls receive co-education in the

broader sense, via trips, Drama, Music, DofE, CCF, assemblies, external speakers, House events and Clubs and Societies. They are also able to mix freely before and after school, during breaktimes and lunchtimes. Almost all staff teach both boys and girls, which is an important principle in achieving equality of provision.

Our school structure is popular with parents, and we continue to attract strong student numbers in Year 7 and at 6<sup>th</sup> Form. In Year 7, our school model allows students to develop with their peers who are going through similar emotional, physical, and social changes. It gives students the opportunity and space to focus on their studies without peer pressure to perform in a mixed class setting.

We believe that students learn better in a single sex environment in KS3, as students are better able to articulate themselves and are less nervous of making mistakes than might be the case in a coeducational class.

## 2. Policy on Gender Separation

- 2.01 CCGS is a school which is proud to offer the best of both worlds in terms of single and co-educational educational settings. This gives students a healthy, fair and positive balance between activities run with the opposite gender in which social skills are developed, and focused academic teaching in single gender groups which promote confidence and raise aspirations of both sexes.

Gender separation at KS3 and Yr10/11 core subjects is proportional and limited to only academic teaching. Although academic lessons are delivered separately at KS3, the school does not fulfil the criteria of “strict segregation”, as there are many and varied opportunities for, and contexts within which, boys and girls at KS3 mix regularly.

All students receive the same opportunities, use the same facilities, access the same high-quality teaching and have access to the same trips and extracurricular programme. This is overseen by the SLT who check and review the equality of provision. (See policies on Equal Opportunities and Transgender)

- 2.02 The separation of students within this age range provides benefits for boys and girls through positive action to advance equality by maximising potential outcomes for all students and by promoting equal opportunities for all students regardless of their sex. There is no difference in the educational provision or the quality of provision. Almost all teachers teach both boys and girls, follow the same schemes of work, resources are the same and any curriculum trips are the same.

Some small adaptations are made at times, but any variations are based on group needs and teacher expertise. The internal quality assurance processes provide further assurance to ensure that provision is the same for both sexes and an important focus of each department is equality of provision. [See SEF, Satchel1, METAL]

- 2.03 Pastoral care is carefully planned and coordinated to ensure that provision is the same for boys and girls. Students in KS3 are assigned to forms according to their gender enabling pastoral care to be delivered in a sensitive and appropriate manner. This also allows students space to develop a strong sense of themselves and their value and helps to nurture the confidence to make their own choices.

- 2.04 Boys and girls are encouraged to interact socially before and after School, at break times and lunchtimes. Co-curricular activities, such as academic societies, House activities and competitions, music ensembles, drama productions, the Combined

Cadet Force, Duke of Edinburgh's Award, and community service, involve boys and girls engaged in interacting and learning together in a broad educational setting.

- 2.05 Every effort is made to ensure equality of opportunity in all aspects of sport. Where appropriate and permitted by national sports' governing bodies, student experience single sex sport in a gender affected activity (eg Rugby and Football) 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). In sports which are not gender affected teams may be mixed (eg Cricket, Athletics).

The taught PE curriculum is similar for girls and boys and supported by a wide range of extra-curricular sporting activities. Student voice is taken into account when formulating optional sports or new initiatives and both boys and girls are able to suggest changes or adaptations.

- 2.06 During KS3, students have the same curriculum offer, and have the same choice of optional subjects in KS4. All optional subjects are available to all students.
- 2.07 The Audit Committee Extra classes, revision lessons, special educational needs interventions and initiatives, are available in all years equally. When choosing GCSE and Sixth Form subject options, we encourage our student to pursue their interests and talents, irrespective of any perceived gender norms or disproportionate gender representation in any subject.
- 2.08 Teachers are expected to challenge gender stereotypes and promote equality through their teaching. The school monitors the equality of provision and the quality of education through its quality assurance framework (eg. METAL).
- 2.09 The school ensures that resources are allocated proportionately to both sexes, for example in terms of infrastructure, facilities, staffing, such that neither boys nor girls suffer detriment.
- 2.10 Register of Interests Male and female students in the Sixth Form receive teaching together in lessons and participate together in co-curricular and extra-curricular activities (with exception of competitive sports where the sport's governing body does not permit this).

- 3. Rationale for separating pupils by gender in KS3 wholly, and KS4 partially**  
In offering the best of both worlds, we aim to give students a healthy, fair and positive balance between mixed-sex activities in which social skills are developed, and focused academic teaching in single-sex groups which promotes confidence and raises the aspirations of all.

The model whereby students in KS3/4 are taught some academic lessons separately provides measurable benefits through positive action to advance equality as set out below, whilst allowing pupils the benefits of mixing socially and participating in extracurricular activities together.

The school believes that this model of separate academic teaching within the curriculum and mixed pastoral care, enables boys and girls to overcome any disadvantage in cognitive development accruing from being educated together.

The school is proportionate in its application of gender separation applying it only where there is a clear advantage to doing so, in this case limiting it purely to academic

lessons and taught PE.

The School's Gender Separation Audit document will set out in detail, the research and evidence underpinning the Gender Separation Policy.

#### **4. Promoting pupil achievement**

The main benefits for operating this model of education are in its ability to tailor pastoral and academic provision more sensitively and expertly to the differing education and pastoral needs of boys and girls, resulting in better outcomes when taught separately than taught in a coeducational setting. The disadvantage overcome in this instance is less favourable exam results of pupils taught in co-ed schools. Our pupils perform well at GCSE following the curriculum being taught separately for KS3/4.

Single sex education within this system allows teaching to be more specific to needs, enabling the attainment gap to be narrowed between girls and boys, maximising outcomes for all pupils.

At termly intervals the attainment and attitude to learning data is analysed for several different groups including sex, SEND, PP and EAL. Tailored interventions targeted at individuals are agreed by the academic and pastoral teams and pupils are supported. Interventions are tailored to individual needs in mind and in some cases may have an element of tailoring depending on the sex and/or age group of the pupil in question.

The data is also tailored to enable analysis by sex, and subject leaders are challenged on the consistency of reporting between different groups and any clear differences are investigated and addressed.

We believe that single sex teaching promotes greater educational achievement within both cohorts as teaching can be tailored more effectively to meet specific needs, indeed separation inherently promotes equality in terms of educational outcomes. In doing so it promotes equality of opportunity for boys and girls, in part by ensuring different needs of boys and girls may be met more appropriately.

Analysis by the CEM Centre at the University of Durham highlights that girls in single-sex schools have a value-added performance on average 0.1 grades better per GCSE than girls in coeducation; and boys in single-sex schools have a value-added performance on average 0.15 grades better per GCSE than boys in coeducation.

#### **5. Promoting equality**

The School's system is designed to break down the stereotyping of subjects as being seen more suited to girls or boys, encouraging girls to be active in science and boys in the humanities and creative arts whilst the same curriculum is taught to both.

Since starting with this model in 2012, girls and boys follow an identical curriculum and do not learn to perceive subjects as being more suited to either girls or boys. This has the impact of widening academic choices for both girls and boys in terms of subjects pursued at A-Level, ensuring representation is less biased by gender stereotypes than would otherwise be the case.

There is less pressure to follow gender roles; all pupils can be who they wish to be and follow whatever path they wish to, without the pressure of social stereotypes and expectation of what is considered to be the norm or what is acceptable.

Our academic ensures that pupils can be taught age appropriately, in a way that best suits their gender while ensuring they share the school's values.

## 6. Ensuring Proportionality of Gender Separation

The school has considered whether the means by which the positive action is undertaken is proportionate, and whether other options may achieve these ends which do not require the same level of segregation.

The school has also considered other means of by which it could provide an education with less segregation such as a fully coeducational model between Year 7 – 11. However, this would mean that the positive action benefits in respect of tailoring provision, widening academic choice, promoting better academic outcomes and avoiding gender stereotypes would be significantly reduced or lost.

Therefore, the School's conclusion is that the notional practicable alternatives are:

- i. De-amalgamating and the re-registration of CCGS as two separate single sex schools, a boys' school and a girls' school – in which there would be two options:
  - this would not be an option as we could not register a new Grammar School with a new DFE number. De-amalgamation would have an economic impact through the loss of economy of scale (resources, more middle and senior managers) and potentially the loss of equality of subject offering as budgets for each school are run separately. This would impact negatively on students and in the opinion of the school have a detrimental impact.
- ii. A mixed grammar school with mixed classes between year 7 -11. This would reduce the Education offer and choice within for parents and children in Thanet. Within the local area there is a mixed grammar school with new buildings.
  - The school believes that its current structure results in a better education for student of both sexes, and that to revert to separate single sex schools would be detrimental to the education, wellbeing, and development of students of both sexes.

## 7. Measures employed to ensure equality of provision:

### 7.01 Governor & SLT oversight

The school's academic structure and the impact of the single sex class policy has been discussed by Governors and SLT in meetings, and will be done so in future annually, or as a pertinent issue is raised.

Where necessary, action is taken promptly to ensure equality of opportunity and experience amongst students. (Monitored by Satchel1)

### 7.02 Listening to parents and students

The school offer opportunities for students to raise concerns about their education. Such discussions have enabled the school to find that students enjoy learning in single sex environments but equally enjoy the opportunities to socialise and enjoy extracurricular activities together.

The school surveys parents regularly on how they feel the school is being run and led. The overwhelming number show endorsement of the present status quo.

**7.03 School operations**

In the twice weekly SLT meetings, along with day-to-day business, an overview of the quality and equitability of all school processes is scrutinised – be this taught classes or extra-curricular offers.

**7.04 Quality assurance and Risk Assessment**

The school will maintain and keep under regular review, the risk assessment within this policy to identify and record the measures to be taken to mitigate the risk of unintended consequences which may arise through gender separation.