



INTRODUCTION

The King David School recognises that schools are vital spaces in our community to promote gender equality and prevent gendered violence. Every policy, practice and activity has the potential to reinforce or challenge gender stereotypes and gendered inequality.

The School recognises that gender inequality has the potential to limit and impact negatively on the safety, education, employment, family lives and opportunities of staff and students, in the immediate and long term. Gender inequality is both structural and individual, which means it is not only the result of individual attitudes and actions, but also of biases in structures, systems, policies and processes throughout our community.

People are subject to gendered stereotypes and expectations about how they should behave, think and act. These gendered stereotypes and expectations contribute to gender inequality by assigning unequal value, status and power. These expectations are reinforced by structures, systems, norms and cultures that often privilege the knowledge, rights, perspectives and skills some genders over others.

Gender inequality can be both a cause and a consequence of direct and indirect discrimination. This discrimination is sometimes the result of unconscious bias which is when our behaviours, choices and practices are shaped by underlying assumptions and attitudes without us realising. Gender inequality is evident throughout our society, and research suggests it is one of the key factors driving the prevalence of gender-based violence.

AIM

The King David School is committed to creating a school community where all staff and students are equally respected and valued and enjoy equity of both opportunity and outcomes.

RELATED POLICIES and/or LEGISLATION

Under the *Victorian Equal Opportunity Act 2010* all organisations have a *positive duty* to take proactive steps to prevent discriminatory practices. The King David School recognises the prevalence and impact of gender-based discrimination and harassment, and is committed to building a school culture that challenges the stereotypes, power differences and social norms that foster gender inequality.

SCOPE

This Policy covers:

- King David School Staff
- King David School Students
- King David School Council

The School Leadership Team is accountable for ensuring that gender equality informs all decision-making, policies and procedures in the School.

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PROCEDURES

KDS is a workplace that provides equitable opportunities for its male, female and non-binary employees and maintains an organisational culture which supports gender equity in the following ways:

- Generous Parental leave options for primary and secondary carers of all genders
- Flexible working arrangements where available
- Working from home options for some staff
- Providing staff with professional development in topics including; inclusive language, sensitivity, classroom material, managing prejudice, avoiding gender stereotypes, group skills, etc
- Having paid domestic violence policy and procedures to support staff
- Regularly reviewing policies, procedures and strategies to ensure gender equity principles are maintained
- Ensuring that gender equity exists with regard to remuneration of employees
- Ensuring that there is mixed gender representation in PORs, Leadership, interview and assessment panels

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