

**Part 1**

<b>Name of policy</b>	<b>ES P2 Equality policy including Single Equality Scheme</b>
<b>Status of policy</b>	This is a statutory policy Public policy
<b>Consultation</b>	This policy has been developed in consultation with Governors, Senior Leadership Team, Heads of Year and the Student Support Team
<b>Relationship with other policies</b>	This policy should be read in conjunction with: <b>C1 Curriculum policy</b> <b>C8 Accessibility Plan 2018-2021</b> <b>P6 Student Behaviour policy</b> <b>S1 Staff Absence policy</b> <b>S2 Staff Pay policy</b> <b>P7 Anti bullying policy</b> <b>P18 SMSC policy</b>
<b>Date policy was agreed</b>	7 <sup>th</sup> October 2020
<b>Date for full implementation</b>	Immediate
<b>Date for review</b>	Every four years – 7 <sup>th</sup> October 2024 (unless otherwise required by new legislation)



## **Single Equality Scheme Introduction**

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 requires us to have a due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the Public Sector Equality Duty and its purpose is to promise equality for all. In brief. This means that as a school we must consciously think about these three aims as part of our decision making processes and pay due regard to equality issues within all our key policies, planning and performance management. This means that each year the school Development Plan will contain a target relating to equality issues.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. This is laid out in our Single Equality Scheme.

## **Policy**

1. Every member of our community matters. As a school we provide education to students, we are an employer and we provide services to the wider community. (eg hire of facilities) The Single Equality Scheme bring together the school's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parent/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.
2. Our Single Equality Scheme replaces previous equality policies. This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all equality strands (see appendices A and B):
  - Race
  - Disability
  - Sex
  - Gender
  - Religion or Belief
  - Sexual Orientation
  - Age

It also aims to improve equality for those who face less favourable socio-economic circumstances (Students in receipt of Free School Meals) and to incorporate the requirements for an Accessibility Plan as a single document. Through this scheme we aim to eliminate unlawful discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

We have produced our Single Equality Scheme and Action Plan to cover a three-year period from 2020-2023.

Through consultation, we will develop our scheme to impact at every level in light of what is reasonable and practicable according to:

- The size and age and layout of our school building
- The make-up of our population
- The school budget
- Our other duties

### **3. Legislative Background**

The following legislation has been taken into account when developing this scheme.

- Equal Pay Act 1970
- Sex Discrimination Act 1970
- Race Relation Act 1976 as amended in 2015
- Disability Discrimination Act 1995 as amended in 2005
- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- The Employment Equality Act (religion or belief) 2003
- The Employment Equality Act (sexual orientation) 2004
- Equality Act 2006
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- Curriculum 2000
- SEN and Disability Act 2001
- Keeping Children Safe in Education 2020

Other groups who will benefit from this policy as they may suffer from discrimination are:

- Children from single parent families
- Children from estranged families
- Children in care (see Looked After Children Policy)
- Children and families in crisis
- Children who are Higher ability and talented
- Pregnant school girls
- Transient and mobile students
- Students with EAL
- Young Carers
- Refugees and Asylum Seekers
- Poor attenders
- Disaffected learners
- Students who misuse illegal substances
- Students with mental health difficulties and those who self-harm

#### **4. Roles and Responsibilities**

##### *The Governing Body*

To ensure that the school complies with statutory requirements of equalities legislation and that this scheme and Action Plan meet those duties. Specifically:

- The governing body has set out its commitments to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensure that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The governing body will take all reasonable steps to ensure that separated parents are treated equally in terms of accessing their child's education if they are entitled to it.

##### *The Headteacher*

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

##### *SLT*

To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.

To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

##### *Teaching Staff*

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equality issues.

*Students*

To treat each other with respect, to explore diversity with a healthy positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

**5. Monitoring and Review**

We will monitor and review by:

- Analysing the behaviour and exclusion data
- Analysing the racist incident data
- Analysing the homophobic incident data
- Ensuring our employment practice is legal and fair to all
- Analysing the examination performance for all groups of learners
- Analysing the attendance and exclusion data for all groups of learners
- Analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- Analysing the views of parents and other community groups who use the school facilities
- Analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wide community.

**Appendix A**

**Meeting our duties 2020-2023**

<b>Race Equality</b>	<b>Disability Equality</b>	<b>Gender Equality</b>	<b>Age, Sexual orientation, religion and belief</b>
<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity</li> <li>3. Promote good relations between people of different racial groups.</li> </ol> <p>(An equality working party was set up in July 2020)</p>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity</li> <li>3. Promote positive attitudes towards disabled people</li> <li>4. Eliminate disability – related harassment</li> <li>5. Encourage participation by disabled people in public life</li> <li>6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity between men and women, girls and boys.</li> </ol> <p>Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.</p>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity.</li> </ol>

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

**Appendix B**

**What we monitor and review to inform our Single Equality Scheme**

As a provider of education to young people	As an employer	As a provider of services to the wider community
<p>The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using ALPs, 4Matrix, External Results)</p> <p>Provision and progress of Children with Additional Education Needs. (Using IEPs, Annual Reviews)</p> <p>The behaviour and rewards received by different student groups and the variation between these groups within school. (Using Behaviour Logs, Exclusion Records)</p> <p>Provision and progress of Children who are Look After. (Using all of the above also PEPs)</p> <p>Attendance for all groups of learners. (Using weekly monitoring data)</p> <p>Students contribution to the community</p> <p>Students involvement in after school activities</p> <p>Changes in student attitudes (Using surveys following specific targeted events)</p> <p>Bullying Incidents (using Register of Bullying Incidents)</p> <p>Homophobic Incidents (using SIMS log)</p> <p>Racial Incidents (Using Racial Incident Log)</p> <p>Feedback from Safeguarding Training</p>	<p>Applications for employment (Collected at Local Authority Level)</p> <p>Staff recruitment, retention and professional development</p> <p>Staff profile</p> <p>Governing body profile</p> <p>Attendance at staff training events (Attendance Registers)</p> <p>Disciplinary and grievance cases (Headteacher's confidential records)</p> <p>Staff appraisals</p> <p>Signposting of this document as part of our induction process for new employees.</p>	<p>The number of facilities that are hired throughout the year</p> <p>Who facilities are provided to and if they are part of any vulnerable/minority group</p> <p>A survey of community users to ensure we are not indirectly discriminating against their needs</p>

**END OF POLICY**