

# Equalities Policy

## Rationale

In today's society students of Chipping Sodbury School will encounter difference and diversity. This policy sets out to prepare our young people for the world they meet both inside and outside school and to promote community cohesion. Our school accepts the UN Convention on the Rights of the Child (1989) which has as its heart the principle of non-discrimination.

Chipping Sodbury School is totally committed to the Race Relations Amendment Act 2000, The Disability Discrimination Amendment Act 2005 and the Equality Act of 2006 which places new general duties on all public authorities (including schools) to promote race, disability and gender equality. The aim of the general duties is to make race/disability/gender equality central to the way schools work, to how they carry out their work and to all areas of their work. In particular, it should influence all policy-making, service delivery, regulation or enforcement and employment practice. Chipping Sodbury School sees both the general duties and the specific duties (see below) as a means of supporting our core values: that of Respect, Aspiration, Integrity and Responsibility.

## Aims

- To provide a framework for working to implement a cohesive and inclusive school body
- To demonstrate our commitment to challenging racial/disabilities/ gender/ ethnic discrimination and promoting equality and good community relations
- To promote good relations between persons of different groups, including religious groups to eliminate racism/ sexism/ homophobia/ disabilities in all its forms and to ensure equality of opportunity
- To ensure that the ethos of the school is such that we celebrate our school as a multi-ethnic community: we value cultural diversity and equal opportunities, and we respect the dignity of all.

## Definitions:

Inclusion means to welcome and uphold the rights of all members (both existing and potential) of a particular group.

Schools have a range of duties:

- towards their employees,
- towards other users of the school,
- towards their students and their parents or carers,

### **Race Relations Act:**

#### **The General Duty:**

Section 71 (1) of the Race Relations Act, as amended, places a **GENERAL DUTY** on all public authorities, including schools to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups.

The duty is obligatory and it must be applied to all relevant 'functions' (the full range of duties and powers). All parts of the duty are necessary to fulfil the general duty.

#### **Specific Duties:**

As well as the general duty, the Home Secretary may introduce **SPECIFIC DUTIES**.

The specific duties for schools are to:

- Prepare a policy for promoting race equality;
- Prepare an action plan detailing arrangements for fulfilling the general duty;
- Maintain a copy of the policy and action plan, fulfilling the duties detailed within them;
- Monitor and assess the impact of the policy on pupils, staff and parents of different racial groups, in particular, the impact on attainment levels of such pupils;

These specific duties do not replace the general duty but are meant to help schools meet the general duty.

### **Disabilities Discrimination Act:**

#### **The General Duty:**

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment

#### **Specific Duties:**

The specific duty includes a requirement to prepare and publish a disability equality scheme (a scheme) showing how a public authority is meeting its general duty.

- Prepare a policy for promoting disability equality;
- Prepare an action plan detailing arrangements for fulfilling the general duty which is reviewed and revised every three years;
- Maintain a copy of the policy and action plan, fulfilling the duties detailed within them;
- Monitor and assess the impact of the policy on pupils, staff and parents of different disability groups, in particular, the impact on attainment levels of such pupils;
- Report on progress to the governing body

### **Gender Equalities Act:**

#### **The General Duty:**

This requires schools to:

- Promote gender equality
- Eliminate sex discrimination

#### **Specific Duties:**

- Prepare and publish a gender equality scheme with an action plan which is reviewed every three years and reported on the governing body;
- Involve stakeholders in the developing scheme;
- Gather and use information on how the school's policies and practices affect gender equality in the workplace and in the delivery of its services;
- Consider the need to have objectives to address the causes of any gender pay gap;
- Assess the impact of the school's current and future policies and practices on gender equality;

## **Guidelines**

Our core commitments to equality are:

- Recognise and respect diversity in order to be an actively inclusive school

- Being proactive in promoting equality and good race relations, and challenging unlawful racial/ disability discrimination
- Working in partnership with students, parents, staff, governors and the wider community to challenge discrimination in its widest sense and establish, promote awareness and disseminate equality good practice

Responsibilities have been identified for different members of the school community and as such these will be at different levels depending on the position of the individual or group within the school. Our core responsibilities to equality are:

### **Governing Body**

- Ensuring that the school complies with legislation, including the general and specific duties.

### **Head teacher:**

- Ensuring that the Equalities policy, and its related procedures and strategies, are implemented, monitored and reviewed
- To ensure a school recruitment policy which allows for candidates from any ethnic/ gender/ racial/ religious background to access opportunities
- Ensuring that **all** staff are aware of their responsibilities
- Take appropriate action against staff or students who discriminate (see school behaviour policy document and guidance)
- To provide staff and governors with regularly updated information via training and documents

### **Senior Managers**

- Collect information on the numbers of, needs of and views of students, staff and parents from “vulnerable” groups and store this information in an accessible format (through IMS where possible and the Inclusion register)
- To review and implement the school accessibility plan
- To convene groups of staff to monitor “vulnerable” groups with respect to incidents, attainment, attendance and accessibility
- To utilise the views of staff, students and parents, as well as other stakeholders, in reviewing the school’s approaches to dealing with bullying and discrimination, for example, in reviewing the appropriate policies
- To ensure that a uniform procedure regarding sanctions is used by all members of staff with regard to incidents of discriminatory behaviours whether to staff, students or other members of the school community
- To promote our commitment to community harmony through assemblies and publications such as the school newsletter (CS2)
- To ensure that incidents of bullying are routinely recorded on the school’s IMS system and then onto the LA Sentinel system

### **Heads of Key Stage and House Co-ordinators**

- To proactively discuss the needs of students and parents with specific needs and support their full access to school life, for example liaising with external agencies to ensure continuity of schooling or raising concerns/ issues at the Student Support Group (SSG)
- To investigate all incidents of reported unacceptable discriminatory behaviour and apply the correct sanctions, where necessary
- To secure counselling for perpetrators of discriminatory behaviour through access to SARI

- To provide support for victims of discrimination
- Celebrate the different cultures, beliefs and backgrounds within our school and community through assemblies, displays and other activities

#### **Head of Interventions and SENCO**

- To take a leading role in promoting the attainment, achievements, accessibility, needs of, numbers of students from “vulnerable” groups, for example, BME and travellers, students with special educational needs
- To meet with, plan and review practice with external agencies for example, the EPS, Traveller Education Service, EMTAS service
- To maintain and monitor the Student Support systems and procedures to ensure needs are met

#### **All staff**

- Dealing with incidents, and knowing how to identify bias and stereotyping
- To challenge and log all incidents of discriminatory behaviour in accordance with the school policy
- Promoting equality and good race relations and not discriminating on sexual/racial grounds, for example, in challenging inappropriate behaviours within the school community
- To ensure that the ethos of the school is such that it promotes positive images of all religious, cultural and ethnic groups in all aspects of its work for example, teaching materials, displays, etc.

#### **People with specific responsibilities:**

- A dedicated governor with responsibility for oversight of Equality matters (usually Chair of Student Support and Progress committee)
- Assistant Head and Heads of Key Stages have the responsibility for ensuring all incidents of discrimination or racial harassment are dealt with satisfactorily in line with the school policy
- Assistant Head with stakeholder group to monitor the level of incidents of discrimination and make an annual report to governors via the Student Support and Progress Committee

#### **Visitors and contractors:**

Visitors and contractors will be made aware of, and be expected to comply with the School’s Equality policy.

#### **Recording Incidents**

All incidents should be recorded on the central Information Management System.

For incidents that involve bullying behaviours, specific coding is required on this system to recognise the roles of participants.

Additionally, bullying reporting will occur via the Sentinel system to the Local Authority.

#### **Breaches of the Policy:**

The School Complaints Procedure will be used as the procedure for raising and dealing with complaints related to breaches of this policy. To support the school in managing and investigating such complaints, the school may draw upon support and guidance from officers of the Local Authority.

## **Conclusion**

The successful implementation of this policy and its related action plan will ensure that all members of the school community feel safe, secure, (both physically and emotionally) and valued whilst at school. The school's values will live within the establishment and the every child matters agenda will be fulfilled.

Committee: Student Support & Progress  
Approved: May 2012  
Review Date: May 2014

Other related Policies  
Anti Bullying Policy  
Bullying and Harassment for staff  
Behaviour policy  
Child Protection Policy  
Inclusion Policy  
Accessibility Plan

## **APPENDIX 1**

### **EXAMPLES OF RACIST/HOMOPHOBIC BEHAVIOUR THAT IS UNACCEPTABLE**

Where any of the following are aimed at members within the community, because of their sexual orientation, colour, race, ethnicity or nationality. (including members of the Traveller / Showmen communities.)

- i. Derogatory name-calling, insults, racist jokes and language.
- ii. Racist comments in the course of discussions in lessons.
- iii. Physical assault against a person or group.
- iv. Ridicule of an individual for sexual, gender, cultural or religious differences. For example, food, music, dress, worship patterns, etc.
- v. Refusal to co-operate with other pupils because of their religion/ race/ ethnicity/ gender orientation/ nationality.
- vi. Verbal abuse and threats.
- vii. Bringing offensive or racist materials such as leaflets, comics, magazines or computer software into school.
- viii. Using the School's computer systems to access and distribute discriminatory or racist material.
- ix. Attempts to recruit other pupils and students to racist organisations and groups.
- x. Provocative behaviour such as wearing racist badges or insignia.
- xi. Incitement of others to behave in a racist way.
- xii. Homophobic/ Racist graffiti.