



Chipping Sodbury School

Single Equalities Policy

November 2017

Chipping Sodbury School

Single Equalities Policy

Rationale

The Governing Body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

All members of the school community are responsible for promoting the school's equality policy and are obliged to respect and act in accordance with the policy.

Guidelines

1. The Legislative Framework

The Equality Act 2010 replaces and consolidates all existing equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act.

- 1.1 It remains the case that schools cannot unlawfully discriminate against or treat less favourably students (and potential/ex-students) or adults because of their sex, race, disability, religion/belief or sexual orientation. In addition, any form of discrimination or less favourable treatment because of gender reassignment, pregnancy or maternity becomes unlawful. All of the above are known as 'protected characteristics'. It is also unlawful to discriminate against a student or member of staff who is associated with a person with a protected characteristic e.g. to discriminate against a student because his/her parents/carers are gay.
- 1.2 The Act makes it unlawful for the Governing Body to discriminate against, harass or victimise a student or potential student
 - in relation to admissions
 - in the way it provides education for students
 - in the way it provides students access to any benefit, facility or service
 - by excluding a student or subjecting them to any other detriment.
- 1.3 Any persons acting on behalf of the Governing Body, including the school staff, are liable for their own discriminatory actions. The Governing Body is liable unless it can show that it has taken all reasonable steps to prevent any forms of discrimination.
- 1.4 The relationship between one student and another is not within the scope of the Act. It does not, therefore, deal with homophobic bullying for example. However, the school could be found guilty of unlawful discrimination if it treats such bullying as less serious than other forms of bullying.
- 1.5 **The Curriculum:** the content of the curriculum is explicitly excluded but the delivery of the curriculum is explicitly included. So there can be no valid complaint under the Act because the school includes 'The Merchant of Venice' in its syllabus but if the play is used to belittle a Jewish student, that student has a legitimate grievance.
- 1.6 **Acts of Worship:** the school can hold daily acts of worship or collective religious observance of a broadly Christian nature. The school is free to celebrate festivals of any faith.

- 1.7 **The Questions Procedure:** if a student or member of staff believes he/she has been discriminated against or harassed by the school, he/she can ask a series of questions before deciding whether to bring a case.

2. Equality Duties

The duties provide a framework of action, or key steps that the school should take.

- 2.1 **Race Equality Duty:** schools are legally required to take action to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. The school recognises that Black, Asian and Minority Ethnic people (BAME) experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, access to services, education and employment. Racial harassment and violence is one of the most serious consequences of racism, damaging people physically and emotionally and limiting their life choices and opportunities. The school will take all necessary measures to eliminate racist behaviours and enable its BAME students to enjoy and achieve throughout their education. (Actions – see Appendix A).
- 2.2 **Disability Equality Duty:** schools are legally required to take action to promote equality of opportunity between disabled people and others, eliminate unlawful discrimination and disability-related harassment, promote positive attitudes towards and the participation of disabled people and take steps to meet needs even if this requires more favourable treatment.
- 2.3 **Gender Equality Duty:** schools are legally required to take action to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between men and women, girls and boys. The school is committed to eliminating sex discrimination and sexism and promoting equality of opportunity. As part of this duty, the school takes account of the particular needs of young carers, students from homes where there is domestic violence, pregnant teenagers/teenage parents and any member of the school community undergoing gender reassignment.
- 2.4 **Public Sector Equality Duty:** this duty expands the scope of the three duties above. In addition to race, disability and gender, it adds gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation and age (adults): the protected characteristics. The three aims are to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

These are achieved by:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- taking steps to meet their needs where these differ from the needs of others;
- encouraging people with protected characteristics to participate in activities where their participation is disproportionately low;

The school is committed to combating discrimination faced by students and adults who are lesbian, gay, bisexual or transgender (LGBT). We support their right to be open about their sexual orientation and the need to respect their lifestyles. The school is aware that faith-based hate crime has increased in recent years and has a character that is distinct from race hate crime. It is also aware that flexible approaches are required sometimes in order to respect an individual's religious, or non-religious, beliefs and practices.

To fulfil its equality duties, the school must:

- prepare and publish an action plan with information, evidence and targets;
- monitor and assess the impact of the action plan.
- carry out a full review at least every three years. (see Appendix A)

3. Implementation

The policy will be delivered by:

- integrating equality issues into all our key policies, milestone reviews and Appraisal processes through the auditing of Teachers' Standards;
- ensuring that arrangements are in place to monitor and report on our progress against agreed actions and evaluate the impact;
- identifying any differences in student outcomes and consider whether these differences are due in whole or in part to the protected characteristics of students;
- considering why such inequalities may exist and understand why the experience of inequality can impact on student outcomes;
- identifying appropriate corrective action and interventions that address the causes of inequality and drive the improvement in student outcomes.

4. Monitoring & Review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Governors will oversee the internal audit arrangements; providing the appropriate level of support and challenge to ensure that the agreed practice and procedure has been implemented through:

- Scrutiny of all reporting information requested and received
- Identification of any associated risks, trends, underlying or contributory factors
- Assessing any opportunities for change to enhance existing practice and achievement of the school's vision and values
- Making decisions in respect of any proactive and/or mitigating action to be taken
- Evaluating the impact and effectiveness of policy and practice in line with the agreed policy review schedule or earlier if appropriate.

5. Relationship to other Policies

Every policy must have regard to the requirements of the Equality Act 2010. There are certain policies where the need to address the duties is of particular importance. Amongst these we include:

Special Educational Needs
Teaching and Learning
Continuing Professional Development
Recruitment & Selection
Child Protection & Safeguarding Policies and Guidelines
Behaviour
Anti-bullying
Relationships and Sex Education

Approved: November 2017
Committee: Business
Version: 1.2017
Review: November 2019

Annex A

Chipping Sodbury School Single Equality Action Plan

Action	By whom?	When?	Monitoring and evaluation	Success criteria
The planning of lessons provide opportunities for all students to participate and achieve	All teaching staff	Weekly	Heads of Faculty, Senior Team, lesson planning monitoring	All students can access teaching and learning activities across the curriculum
Tracking of student progress to identify groups who are at risk of underachievement	Heads of Faculty, SENCO, PP lead, Deputy Headteacher	Following key assessment points throughout the year	Through Senior Team line management, RAP group and data meetings	All students make appropriate progress. Gaps are closed.
Monitor attendance data to ensure that trends do not indicate any group is attending less than any other	Behaviour and attendance lead	Weekly	Reports to Full Governing Body 3 x per year Monthly reports to Senior Team	All groups of students regularly attend school and are on time. The school target of 96% is achieved.
Monitor rewards and sanctions to ensure that there is equality of opportunity for all students	Behaviour and attendance lead	Termly	Reports to Senior Team	All students have equal opportunity to attain rewards for behaviour and performance, no group is adversely targeted through the Behaviour Policy
Monitor staff recruitment and retention procedures to ensure equality of opportunity	Headteacher and Head's PA	Annually	Governing body – HT reports	All applicants have an equal opportunity regarding employment to the school
Monitor promotion procedures to ensure equality of opportunity	Headteacher	Annually	Governing body – HT reports Pay Committee	All applicants have an equal opportunity regarding promotion within the school
Monitor staff disciplinary, grievance and capability procedures to ensure an equal process for all	Headteacher	Annually	Governing body – HT reports	All staff receive an equal process regarding sanction within the school

Monitor staff exit surveys to ascertain any equal opportunities issues	Senior Team	Annually	Headteacher	No issues arise during exit interviews but they are duly addressed as/when necessary
Ensure all student access, medical and dietary needs are recorded when joining the school	Admin and Student Support team, SENCO	As and when student join the school	Behaviour and attendance lead, , Student and Family support lead	Access needs of all students are catered for so member of the school community is disadvantaged
Monitor the curriculum to ensure resources chosen include cultural diversity	All teachers, TAs, Life Curriculum co-ordinator	Continuous	Deputy Headteacher, curriculum	All facilities have intercultural aspects within teaching
Raise awareness of cultural diversity through visits and visitors	Teaching staff	Continuous	Deputy Headteacher, curriculum	Students are exposed to a variety and balance of activities/visitors which reflect our diverse society
Challenge stereotyping of gender roles in society	All staff	Continuous	Headteacher	Students are constantly made aware that roles are not gender specific. Boys and girls have equal access to a range of activities
Ensure that as far as possible trips and enrichment activities are accessible to all	All staff	Continuous	Deputy Headteacher, curriculum	Students are able to access a range of extra-curricular activities