

Equality Policy

Author:	David James
LT Reviewer:	David James
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Introduction

This policy is an over-arching document which summarises our approach to the Public Sector Equality Duty 2011, as well as our aims to ensure quality of education in terms of equalities and cohesion.

Equalities Information

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act - by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not - by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Caroline Chisholm School has considered how well we currently achieve these aims with regard to the protected equality groups:

1. Race
2. Disability
3. Sex
4. Gender Reassignment
5. Age
6. Pregnancy and Maternity
7. Religion and Belief
8. Sexual Orientation
9. Marriage and Civil Partnerships (not applicable to students below the age of 16)

In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

General Duty			
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Race hate crimes are centrally recorded and reported upon to the Governing Body annually. Any such incidents are treated seriously with severe sanctions imposed.</p> <p>Inappropriate talk or actions that promote racial discrimination are challenged by staff and incidents logged centrally.</p>	<p>Students are tracked by groups, including ethnicity. Performance compared to the whole school community is monitored in relation to academic indicators as well as behaviour.</p> <p>We will ensure that admissions criteria are open to all ethnic groups and administered consistently and fairly.</p>	<p>Teaching methods will encourage positive attitudes to racial diversity and equality.</p>
Disability	<p>Hate crimes based on disability are centrally recorded and reported upon to the Governing Body annually. Any such incidents are treated seriously with severe sanctions imposed.</p> <p>Inappropriate talk or actions that promote discrimination on the grounds of disability are challenged by staff and incidents logged centrally.</p>	<p>We will avoid stereotypical assumptions about students' abilities and aptitudes.</p> <p>All students will be encouraged to consider the full range of options before and after GCSEs.</p>	<p>We will take active steps to ensure that disabled parents are encouraged to become involved in the school. Participation will be noted. (e.g. parents' evenings)</p>
Sex	<p>Sexual crimes are centrally recorded and reported upon to the Governing Body annually. Any such incidents are treated seriously with severe sanctions imposed.</p>	<p>Students are tracked by groups, including sex. Performance compared to the whole school community is monitored in relation to academic indicators as well as behaviour.</p>	<p>Teaching methods will promote achievement equally from both boys and girls.</p>

	Inappropriate talk or actions that promote sexual discrimination are challenged by staff and incidents logged centrally.		
Gender Reassignment	We will not discriminate in the selection of new staff on any criteria apart from their ability to perform the role outlined within the job description.	All staff have access to professional development opportunities, and this will be monitored.	Issues of equality and diversity will feature in staff inductions, training and staff meetings, as appropriate.
Pregnancy and Maternity	We will adjust working practices in line with health and safety advice during pregnancy. We will uphold employment law relating to maternity and paternity leave.	We will support the education of any student who is pregnant in line with health and safety advice. All staff have access to professional development opportunities, and this will be monitored.	Issues of equality and diversity will feature in staff inductions, training and staff meetings, as appropriate.
Age	We will not discriminate in the selection of new staff on any criteria apart from their ability to perform the role outlined within the job description.	All staff have access to professional development opportunities, and this will be monitored.	Teaching methods will encourage positive attitudes to the elderly.
Religion and Belief	Religious hate crimes are centrally recorded and reported upon to the Governing Body annually. Any such incidents are treated seriously with severe sanctions imposed. Inappropriate talk or actions that promote religious discrimination are challenged by staff and incidents logged centrally.	We will facilitate the need for students to observe religious requirements in relation to worship.	Teaching methods will encourage positive attitudes to religious diversity and equality. We will acknowledge and celebrate a range of religious festivals throughout the year in assemblies and through the teaching of Horizons.

Sexual Orientation	Homophobic hate crimes are centrally recorded and reported upon to the Governing Body annually. Any such incidents are treated seriously with severe sanctions imposed. Inappropriate talk or actions that promote homophobic discrimination are challenged by staff and incidents logged centrally.	All students will be encouraged to consider the full range of options before and after GCSEs, regardless of sexual orientation.	Teaching methods will encourage positive attitudes to sexual diversity and equality.
Marriage and civil partnership	We will not discriminate in the selection of new staff on any criteria apart from their ability to perform the role outlined within the job description.	All staff have access to professional development opportunities, and this will be monitored.	Teaching methods will encourage positive attitudes towards marriage and civil partnerships.

Equality and the Law

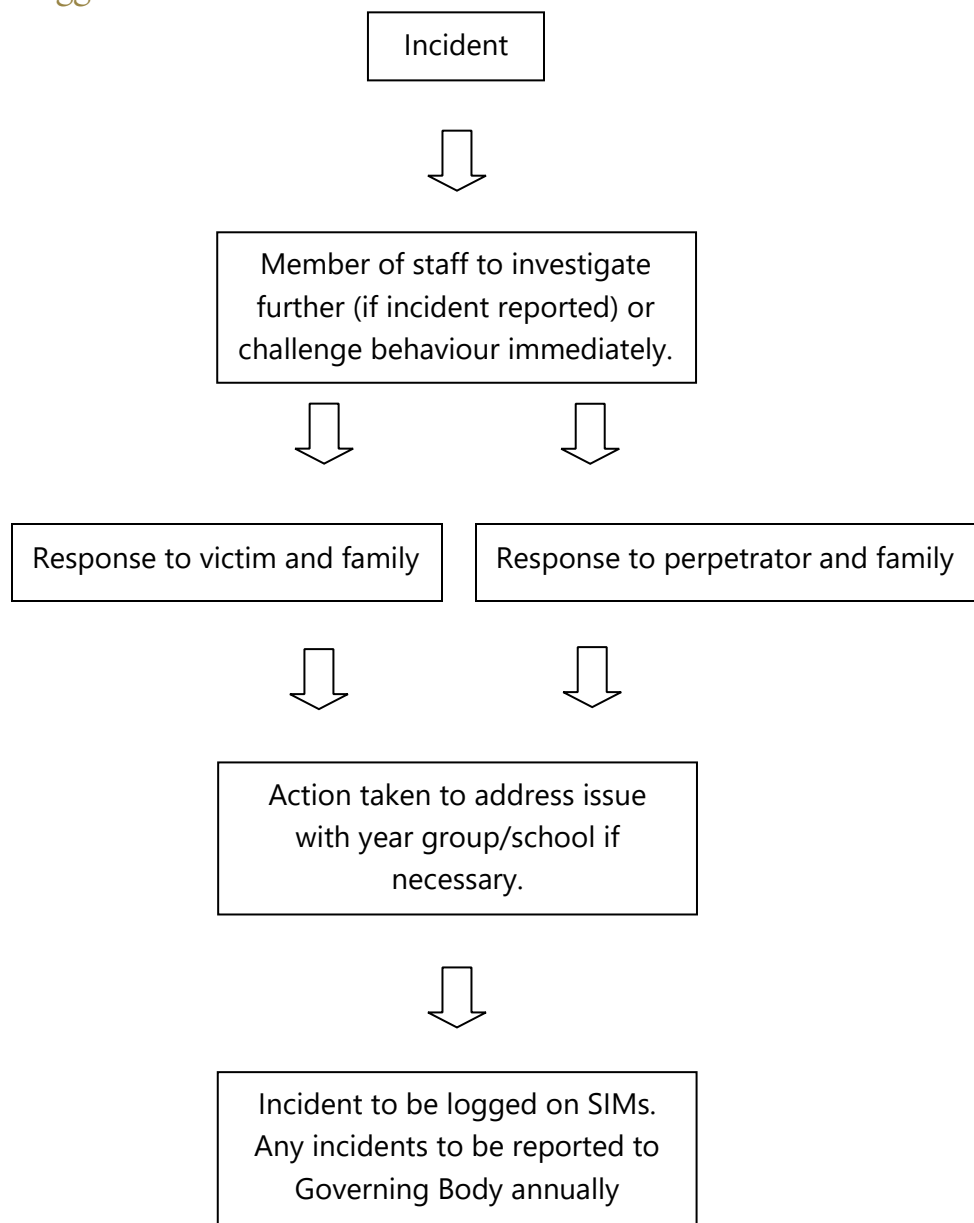
There are a number of statutory duties that must be met by every school in line with legislation from the Public Sector Equality Duty 2011, the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The following action plan outlines the actions CCS will take.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure suggested:



Review of progress and impact

The plan has to be agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender, disability, free school meals and other vulnerable groups to ensure that all groups of students are making the best possible progress and take appropriate action to address any gaps.

Publishing the plan

In order to meet the Public Sector Equality Duty 2011 and its requirements to publish our Equality Policy and Objectives, we will:

- Publish our Equality Policy and annually update our Equality Action Plan on the school website. - Raise awareness of the plan through home/school communication, assemblies, staff meetings and briefings.
- Make sure hard copies are available.

Action plans

1. We recognise that the actions resulting from a policy are what make a difference.
2. Our school Equality Action Plan is stored on the school network and relevant sections are available on request.

Ethos and organisation

As we review each of our school policies, we will ensure that these equality principles apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment.
- learners' personal development, welfare and well-being.
- teaching styles and strategies.
- admissions and attendance.
- staff recruitment, retention and professional development.
- care, guidance and support.
- behaviour, discipline and exclusions.
- working in partnership with parents, carers and guardians.
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our statutory duties:

- prejudice relating to disability and special educational needs.
- prejudice relating to racism and xenophobia, including that which is directed towards religious groups and communities, (e.g. anti-Semitism and Islamophobia), travellers, refugees and people seeking asylum.
- prejudice reflecting sexism and homophobia.

There is guidance in the anti-bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

The Governing Body will receive an annual report about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

1. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
2. The Governing Body, Staff and Students Committees will be briefed regarding the implementation of this policy.
3. The Principal is responsible for implementing the policy, ensuring that all staff are aware of their responsibilities and are given appropriate training/support and for taking appropriate action in any cases of unlawful discrimination.
4. Members of the leadership team have day-to-day responsibility for co-ordinating implementation of the policy.
5. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom.
 - record and deal with any prejudice-related incidents that may occur.
 - identify and challenge bias and stereotyping in the curriculum.
 - support pupils in their class for whom English is an additional language.
 - keep up to date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, where appropriate, to all pupils and parents.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal and Governing Body.

Monitoring and evaluation

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data in relation to the achievement of Minority and Vulnerable Groups.

Equality action plan for 2016-20 cycle

	Objective	Outcomes	Measured by	Key players	Actions
S E C T I O N 1	To work with the community to promote Equality values and opportunities among our students and their families.	<p>Staff recognise and challenge all types of bullying behaviour and inappropriate language.</p> <p>Minority & Vulnerable groups feel safe, valued and able to fully participate in school life.</p>	<p>Improved attendance from Minority & Vulnerable groups.</p> <p>Decline in reported incidents of racial and SEND bullying.</p> <p>Out-of-hours use of school facilities for community events such as weddings, clubs, adult education, etc.</p>	<p>Attendance Officer</p> <p>SEND Coordinator and Inclusion Team</p> <p>SLT</p> <p>Progress Teams</p> <p>Human Resources</p> <p>KAJIMA</p>	<p>Publication of Anti-Bullying Policy.</p> <p>Publish and promote the Equality Action Plan through the school website.</p> <p>Hard copies of Equality Policy and Action Plan available in school reception.</p> <p>Regular use of School Publications, Bulletin, Staff Induction and CPD to address the importance of communicating school values as an inclusive school.</p> <p>Assemblies on Cyber-Bullying/Community Support Police liaison.</p>

<p style="text-align: center;">S E C T I O N</p> <p style="text-align: center;">2</p>	<p>To monitor and analyse the achievement of disadvantaged students (Pupil Premium) and with disability; act on any trends or patterns at each Census Point that may require additional support.</p>	<p>Staff recognise and challenge under-achievement of these groups.</p> <p>Minority & Vulnerable groups have high expectations in terms of achievement.</p>	<p>Achievement of Minority & Vulnerable groups analysed by SENCo and Pastoral Teams.</p> <p>More Able students monitored by race, gender and disability.</p>	<p>AP responsible for PP (Lead Learners) students</p> <p>Data Manager</p> <p>SEND Coordinator</p> <p>Progress Teams</p> <p>Coordinator for More Able Students</p> <p>Teaching & Learning Team (HPL Programme from 2019)</p>	<p>Progress tracking of these students at each Census point by providing relevant staff with specific information from Data Manager.</p> <p>Mentoring scheme with Year 11s to raise performance of students by gender after Census 2.</p> <p>Lesson observations.</p> <p>Annual data for disadvantaged students is analysed and published. Figures demonstrate the gap is narrowing.</p>
<p style="text-align: center;">S E C T I O N</p> <p style="text-align: center;">3</p>	<p>To focus on promoting our British/Global values among our staff by making these values explicit for new applicants and publishing our work force data. As a school, we pledge to value difference and diversity within our Equality Duty.</p>	<p>The School reflects and understands its workforce profile.</p> <p>Decisions can be made to reduce or remove any possible inequalities identified.</p>	<p>Workforce data is on the agenda for SLT, and governor meetings.</p> <p>Any significant changes will be monitored and evaluated.</p>	<p>Human Resources</p> <p>Leadership Team</p> <p>Faculty Heads</p>	<p>Data collection and resources.</p> <p>Reviewed recruitment process and documentation (e.g. equality monitoring form).</p> <p>Ensure appropriate quality workforce information is captured, monitored, reviewed and published.</p>