

The Bromfords School and Sixth Form College



Single Equality Policy

The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This Equality Policy for The Bromfords School and Sixth Form College brings together previous policies, schemes and action plans for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Other Related School Policies

1. Anti-Bullying Policy
2. Positive Behaviour Policy
3. Child Protection Policy
4. Accessibility Plan Policy
5. Recruitment Policy
6. Equality and Diversity in Employment
7. Grievance

Our Equality Policy is inclusive of our whole school community – students, staff, parents/carers, visitors and partner agencies.

Overall aims of our Equality Policy and our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and the school will comply with the Public Sector Equality Duty ('general duty') which requires all organisations to:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To comply with our 'specific duties' under the Equality Act 2010 this policy will be promoted and disseminated, through publication on our school website.

Using the views of students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty

Chosen objectives: (see SDP for detail)

1. To ensure that boys' and disadvantaged students' progress (both academic and social) improves and that gaps narrow with their peers.
2. To ensure effective provision of SMSC that supports the personal development of all students so that they are respectful of others and ready to contribute to wider society and life in Britain.

These will be reviewed every 4 years.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We embrace the following key concepts:

- **Shared Humanity:** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity:** We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- **Interdependence, interaction and influence:** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other and our Social cohesion within our school and within our local community.
- **Excellence:** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- **Personal and cultural identity:** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice:** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

School Vision

Every student has the potential to achieve far reaching goals. They need the right teaching and learning conditions but, above all, they need the inspiration to succeed.

School Mission

To continue to raise standards and realise the potential of all students through quality teaching and learning, delivered by highly skilled, inspirational staff, trained in the use of ICT.

Our vision statement about Equality

The Bromfords School and Sixth Form College seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We will identify opportunities to promote our vision across all aspects of school life and embed our key concepts within the school including our provision of extended services. It is likely that these opportunities will include all or some of the following activities depending on the priorities targeted in the strategic development plan.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- transition for primary and secondary school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of students for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of students
- homework
- access to school facilities
- activities to enrich the curriculum
- school competitive sports
- staff welfare

We will take positive and proportionate action, such as targeted support, to address the disadvantage faced by particular groups of students with particular protected characteristics.

We will ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation and the physical environment where necessary.

The roles and responsibilities within our school community

The Headteacher will:

- oversee the effective implementation of the Policy
- ensure that all staff are aware of the Policy and that teachers apply these guidelines fairly in all situations
- ensure that all appointments panels give due regard to the Policy, so that no-one is discriminated against regarding employment or training opportunities
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people's equal opportunities to participate in all aspects of school life
- treat all incidents of unfair treatment, racism, bullying or discrimination with due seriousness
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it

The Governing Body will:

- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- evaluate and review the policy annually and the objectives every 4 years

The Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SDP

Our students will:

- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy

- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- challenge any incidents of prejudice, racism or homophobia; serious incidents will be recorded and brought to the attention of the Headteacher

Equal opportunities for staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. We are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

As an employer we will actively work to eliminate discrimination and harassment in our employment practice, and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and allocating Teaching and Learning Responsibilities (TLRs) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff
- Continued Professional Development (CPD) opportunities for all staff
- Senior Leadership Team (SLT) support to ensure equality of opportunity for all

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived) and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Publication of data

We collect data and monitor progress and outcomes of different groups of students and use this to support school improvement.

The following data will be collected and published on a regular basis:

- The school student population by gender and ethnicity

- The % of students identified as having Special Educational Needs and/or disabilities and by their principal need or disability
- An analysis of standards reached by different groups at the end of each key stage, including:
 - Ethnicity
 - PPG/FM6
 - EAL
 - SEN
 - CIC
 - Exclusions
 - Attendance

The Policy will be made available:

- On the school website
- As paper copies available on request
- As part of induction for new staff

We will also raise awareness of this Policy, its objectives and associated actions through the school Newsletter, assemblies, staff meetings and other communications.

APPENDIX: Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The school analyses student achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the Student Council
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e., different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- The school environment is increasingly as accessible as possible to students, staff and visitors to the school
- Open Evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
- The Governing Body is representative of the community it serves, and procedures for the election of parent governors are open to candidates and voters who are disabled
- The school promotes community cohesion and community engagement

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