



Conisborough College

EQUALITIES POLICY

Date Agreed by Full Governors: _____

Chair of Governors Signature: _____

Date final version adopted: Spring Term 2019

Date to be reviewed: Spring Term 2020

Date agreed by Governors	April 2019
Signed on behalf of Governors	
Date for next review:	September 2019

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In this policy you will find the following acronyms:

Acronym	Meaning
SIP	School improvement plan
TLR	Teaching and learning responsibility
RE	Religious education
SMSC	Spiritual, moral, social and cultural development
PSHCE	Personal, Social, Health and Citizenship Education

1. The legal context of the policy

1.1 The Equality Act 2010 brings together over 116 pieces of legislation into one single Act, with the aim of simplifying the legal background relating to equality as well as extending provisions in some areas. Combined, they provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.

1.2 The Act includes a new integrated Equality Duty on all public bodies, effective from April 2011, that encompasses protection for the following nine personal characteristics: age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief and sexual orientation.

1.3 The duty requires public bodies to do the following in respect of all these characteristics:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relationships between people with differing personal characteristics.

1.4 The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

1.4.1 **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

1.4.2 **Two “specific duties”**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

1.5 This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

2. Links to other policies and documentation

2.1 Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self-evaluation review, the school prospectus, school web site and newsletters.

2.2 There are also references in the Behaviour for Learning, Inclusion and Anti-bullying policies.

2.3 The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

3. What we are doing to eliminate discrimination, harassment and victimisation

3.1 We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

3.2 The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

3.3 We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

3.4 We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

3.5 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

3.6 Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. In this we follow the Local Authority admissions procedures for allocating our nursery class places and the LA process our Rec to Y6 admission of places

3.7 Behaviour, Exclusions and Attendance

The school Policy on Behaviour for Learning means we closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

3.8 **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia,
- travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- we treat all bullying incidents equally seriously

3.9 We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

4. What we are doing to advance equality of opportunity between different groups

4.1 We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

4.2 We have procedures, working in partnership with families, to identify children who have a disability through our pupil admissions meetings.

4.3 We collect data and monitor progress and outcomes of different pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and numeracy skills.

4.4 We collect and analyse data:

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- on the % of pupils entitled to free school meals
- by year group – in terms of ethnicity and gender
- on inequalities of outcome and participation, related to ethnicity, gender and disability
- in relation to attendance and exclusions of different groups

4.5 We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if pupils join our school from a group we haven't had in our community before.

4.6 We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

4.7 We use a range of teaching strategies that ensures we meet the needs of all pupils

4.8 We provide support to pupils at risk of underachieving

4.9 We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

4.10 In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

4.11 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

5. Positive Action

5.1 We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

6. What we are doing to foster good relations

- 6.1 We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- 6.2 We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- 6.3 We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- 6.4 We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- 6.5 We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- 6.6 We include the contribution of different cultures to world history and that promote positive images of people.
- 6.7 We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- 6.8 We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

7. Other ways we address equality issues

- 7.1 In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
 - review relevant feedback from parent questionnaires, parents' evening, parent-school meetings and general parental feedback
 - secure and analyse responses from staff surveys, staff meetings and training events
 - review feedback and responses from the children and groups of children, from the school council, PSHE lessons and pupil surveys on children's attitudes
 - analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
 - ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

8. Race equality and community cohesion

- 8.1 We are committed to promoting equality of opportunity and good relations between members of our school community regardless of race, colour, nationality, ethnic or national origin.
This includes:
 - Eliminating unlawful racial discrimination.
 - Ensuring that the policy is also part of planning arrangements that the schools already make, and our actions and objectives are met through our School Improvement Plan.
- 8.2 Race discrimination occurs when a person is treated less favourably because of race, colour, nationality, ethnic or national origin. We provide a culture and ethos in which

everyone feels safe and valued. We try to engender a sense of belonging amongst every member of the schools community. We celebrate cultural, religious and ethnic diversity. Diversity is seen as an opportunity and not a reason for underachievement.

8.3 All staff are committed to responding to and dealing with any racist incidents in accordance with our clear guidelines and expectations as published in our protocol for responding to racist incidents.

9. Community cohesion

9.1 Communities in the UK and the world are changing, in most cases, becoming more diverse. Schools can prepare all learners to interact successfully with others from different backgrounds throughout their lives.

9.2 This is achieved when young people learn to respect others' beliefs and attitudes, explore issues from different perspectives, work in collaboration with many different people and show fairness and consideration to others.

9.3 In our community we are working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in the workplace, in school and in the wider community.

10. Disability equality

10.1 A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

10.2 Long-term is defined as 12 months or more. The effect on normal day-to-day activities involves one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

10.3 The definition of disability includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments and attention deficit disorder. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term.

10.4 **Guiding principles on disability**

Our school will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination and disability-related harassment
- 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.

10.5 Participation and access

We improve the environment of the schools to increase the extent to which our disabled children can take advantage of educational opportunities including access to previously inaccessible (or difficult-to-access) areas. We work with outside agencies such as Drumbeat, Educational Psychologists and Speech and Language therapists to ensure that our school environment and curriculum supports those children with additional needs.

- 10.6 We fully enable disabled children to participate in the school's curriculum, including school trips, by removing potential barriers to access wherever possible. Children with disabilities are given the opportunity to participate in physical activity, both in and outside of schools hours wherever possible.

10.7 **Promoting a positive culture**

We promote positive attitudes towards disability by staff modelling respectful attitudes to disabled children and adults and we provide positive images of participation of disabled people in public life/book resources etc. Stereotypes are actively challenged in both the classroom environment and in the playground and by all staff / adults working in schools.

10.8 **Information and communication**

We ensure confidentiality and provide a supportive ethos where schools users feel able to disclose a disability. We ensure that information is communicated appropriately where a child or parent/carer has a disability. Our overriding concern is for the achievement, safety and wellbeing of all children in our schools.

- 10.9 We will take positive steps and make reasonable adjustments to ensure that disabled pupils can fully participate in their education so that they can enjoy the other benefits, facilities and services which are offered to all. However, in circumstances where educating a child in one of our schools may be detrimental to the achievement, safety and wellbeing of others, or if educating a child here is an inefficient use of resources, then we will discuss and advise this in an appropriate, respectful and sensitive manner with the local authority and parents/carers.

11. Gender Equality

- 11.1 We welcome our obligations in respect of Gender Equality. We will do our best to:

- Eliminate unlawful discrimination and harassment on the grounds of gender (including gender re-assignment).

- Be proactive and promote equality of opportunity between women and men and boys and girls.

11.2 **Eliminating discrimination**

We are committed to ensuring equality of education and opportunity for all, irrespective of gender or sex. We recognise that definitions and choices may go beyond being male or female and include, for example intersex and self-definitions of transgender. We actively challenge gender stereotypes and we encourage all children to take a full and active part in all areas of schools life, including physical activity, extra-curricular clubs and activities and curriculum based learning.

11.3 **Promoting equality of opportunity**

Children are encouraged to think about roles, activities and occupations that are outside traditional gender stereotypes. Parents/carers of all genders are encouraged to participate in their child's education e.g. attending parents' evening, helping in schools and accompanying groups on visits.

12. Religion and Belief

12.1 Our school will strive to create a positive environment through education and awareness raising of cultures and religion; actively promoting tolerance within our community. Members of any religion, followers of any faith or belief and those without religious belief will be treated with equal dignity, respect and fairness.

12.2 As highlighted by UNICEF 'Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and others cultures.' (Article 29) and 'Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.' (Article 30).

12.3 The right to freedom of thought, conscience and religion is underpinned by this policy.

13. Sexual Orientation

13.1 Our school recognises the need to protect everyone from unlawful discrimination and harassment on the grounds of sexual orientation as required by the law. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school community.

13.2 People in our communities may be gay, lesbian, bisexual, transgender, transsexual. We recognise the existence and damage of homophobia and transphobia in society. Homophobia and transphobia amongst adults is classified as a hate crime and incidents may be reported to the police. Homophobia in and amongst children is much more likely to be about their lack of understanding. It is usually simply a learned response and not a considered view or opinion based on experience. In short it is prejudice. We will not tolerate homophobia and transphobia of any kind in our school.

13.3 We will not allow or support discrimination or prejudice or accept language or behaviour which is harmful or negative or less than respectful to any individual person or group of people. We will always respond in a consistent, clear and positive way in dealing with any and all kinds of homo/transphobia or homo/transphobic name calling. We will enable children and young adults to understand that there are a range of

differences, options and choices in people's sexuality, sexual and gender identities, lifestyle, culture and partner preferences and that all our differences are valid and valued and recognised.

13.4 We help children understand that being, for example, gay or lesbian is about more than sexual preference (just as ethnicity is about more than skin tone). Everyone has a gender identity and expresses their gender in a unique and personal way. We help children to understand that the words gay and lesbian are not terms of abuse or ridicule and they are not 'rude' or swearing. We will help children to understand that this also applies to being bisexual, transgender or intersex.

13.5 We also help parents / carers and staff to understand that an act of parliament known as 'clause or section 28' which forbade schools from promoting gay relationships as if they were 'normal', valid and recognised was repealed as long ago as 2003 and that now we all recognise and welcome that helping children to understand the validity and existence of different lifestyles, sexualities and relationships is encouraged and expected in schools.

14. Publishing equalities objective

14.1 The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

14.2 We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

14.3 Our current Equality Objectives are outlined in Appendix 1.

14.4 **Monitoring and reviewing objectives**

We review and update our equality objectives annually and report to the governing body on progress towards achieving them.

15. Roles and responsibilities

15.1 We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

15.2 **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

15.3 Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

15.4 **Headteacher and Leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are

aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15.5 **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

15.6 We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the key expectations and duties of the Equality Act at a whole staff meeting on a biannual basis.

15.7 **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

16. Equal opportunities for staff

16.1 This section deals with aspects of equal opportunities relating to staff.

16.2 We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

16.3 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

16.4 We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

16.5 As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

16.7 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.

17. Employment practices: recruitment and advertising of vacancies

17.1 Vacancies will be advertised openly and will be available for members

of staff in the school to apply. In most cases permanent vacancies will be advertised externally unless there are exceptional reasons why this should not occur, for example in situations of potential redundancy.

17.2 **Selection for appointment or promotion**

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job description and person specification will be drawn up which accurately describes the duties of the post
- An objective and sufficiently detailed person specification will be defined from the role
- From these documents a list of objectively assessed selection criteria will be drawn up
- Job descriptions, person specifications and selection criteria will be available to all candidates

18. Procurements and contracting procurement

18.1 We define this as the way we obtain and/or purchase goods and services in school or as a school.

18.2 **Business interests**

All staff and Governors are required to declare their business interests and any which members of their immediate family have. These interests will be recorded in a register which must be made available for inspection by Governors, staff, parents and the LA. Staff and Governors will be required to confirm the accuracy of the information annually.

18.3 The Governing Body will ensure efficient and effective procurement in the provision of appropriate resources within schools. We have a Financial Procedures policy and follow central audit requirements and the standards of FMSIS to ensure that efficient and effective procurement of goods and services is undertaken with regard to sound principles, the values of Conisborough College, economy of effort, and achieving best value. All staff involved in procurement follow the arrangements outlined in our Financial Procedures policy in respect of procurement processes, authorisation of orders and payments.

18.4 At all times we seek to streamline processes, achieve savings, secure quality goods and services and where possible and appropriate, allow choice. Where possible we will take advantage of situations where market testing has already happened. This may include local authority contracts; partnership contracts and contracts arranged by the school or groups of schools.

18.5 We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

19. Appendix 1: Equality Objectives 2018/2019

Conisborough College
Annual update on equality objectives - (2018/2019)

Equality Objective: Continue to raise awareness of differences between us and tolerance towards difference e.g. family structures, ethnicity, religious belief or none, sexuality and promote positive attitudes towards difference.

April 2019 update

- Improved PSHE and assembly programme addresses all forms of prejudice, e.g. racism, sexism, homophobia, religious prejudice. This has recently been tackled in KS4 drop down days (Jan/Feb 2019), KS3 PSHE curriculum, assemblies such as Stephen Lawrence Commemoration assemblies (Apr 2019)
- Events aimed at raising student aspirations such as Urban Synergy Employability day (Mar 2019)

Equality Objective: To continue to employ a diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve.

Staff Ethnic Categories – April 2019	
White British	Black/Black British Caribbean
Irish	Asian or British Asian or any other

Any other white background	Black or Black British African
White Eastern European	Any Other
Black or Black British any other background	Undeclared

Apr 2019 update

- LA unconscious bias training attended by SLT and learning disseminated. (Mar 2019)
- School put suitable candidates forward for BAME LA training (Apr 2019)