



Policy Document

EQUALITY POLICY & OBJECTIVES

Checked by: MP on 16th June 2017

Adopted by Governors: 20th June 2017

Next due for review: June 2021

Responsibility for review: Full Governing Body

Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past - meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment.

The exceptions to the discrimination provisions for schools that existed under previous legislation - such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-tough than previous duties, requiring schools to publish equality objectives.
- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measure that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim - for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.

Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils.

Statement / Principles

This Policy outlines the commitment of the staff and governors of Iveshead School to ensure that equality of opportunity is available to all members of the school community, both during school hours and through Extended Services. For our school this means not simply treating everybody the same but understand and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the schools' community.

These include:

- Current Students (including those absent or temporarily excluded)
- Prospective Students (in relation to admission arrangements)
- Former Students (if there is a continuous relationship based on them having been a student at the school)
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Visitors to Schools (including Contractors)
- Students on placements
- Volunteers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At our school, equality is a key principle for treating all people the same, irrespective of their:

Age - where this is referred to, it refers to a person belonging to a particular age (eg. 32 year olds) or range of ages (eg. 10-19 year olds).

Disability - a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - the process of transitioning from one gender to another.

Pregnancy and maternity - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - a boy/man or a girl/woman.

Sexual orientation - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

The above are known as 'protected characteristics' as stated within the new Equality Act 2010 and will be referred to as such throughout this policy.

We actively tackle discrimination against any of the 'protected characteristics' and promote equal opportunities and good relations between and amongst all. We aim to ensure that our school promotes the individuality of all our students, irrespective of a protected characteristic, attainment or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Discrimination is defined as:

Direct discrimination (someone is treated less favourably than another person because of a protected characteristic).

Associative discrimination (direct discrimination against someone because they associate with another person who possesses a protected characteristic).

Discrimination by perception (direct discrimination against someone because the others think they possess a particular protected characteristic).

Indirect discrimination (can occur when the policy that applies to everyone but disadvantages a particular protected characteristic).

Harassment (employees can complain of behaviour they find offensive even if it is not directed at them).

Harassment by a third party (employers are potentially liable for harassment of their staff by people they don't employ).

Victimisation (someone is treated badly because they have made/supported a complaint or grievance under the Act).

Our school admission policy is equally open to students of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan (SIP) and due regard is given to the promotion of all aspects of equality within the SIP. The members of staff responsible for co-ordinating the monitoring and evaluation are members of the Senior Leadership Teams. They will be responsible for:

- Leading discussions, arranging training, keeping all staff updated in designated staff meetings and discuss equalities within the schools communities.
- Working closely with the governor responsible for this area.
- Supporting positively the evaluation activities that moderate the impact and success of the Policy.

We annually review the impact of our policies on the needs, entitlements and outcomes for students, staff and parent/carers from the quality strand referred to in this Policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. Interventions are put in place to support groups of students where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Incidents of racism, disability, sexist/homophobic incidents and all forms of bullying and harassment
- Parental involvement
- Attendance
- Student attitudes to self and schools

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our students with the opportunity to succeed, to reach the highest level of personal achievement and to be aspirational. To do this, teaching and learning will:

- Ensure quality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.

- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the PSHCE/PD curriculum cover issues of equalities, diversity, religion, human rights and inclusion.
- All curriculum areas, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter.
- Seek to involve all parents/carers in supporting their child's education including monitoring our hard to reach parents.
- Provide educational visits and provision of extra-curricular activities that involve all student groupings.
- Take account of the performance of all students when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of students.
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all students regardless of their protected characteristic, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.
- Adults in our schools will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able by carefully assessed and administered programmes of work (see SEN Policy).
- The school must provide an environment in which all students have appropriate access to all facilities and resources.
- All students are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students.

Curriculum

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Students will have opportunities to explore concepts and issue relating to identify and equality.
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.
- All students have access to qualifications through our Guided Pathways programme

which recognise attainment and achievement and promote progression.

Ethos and Organisation

We are aware that those involved in the leadership of our school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be 'openness' of atmosphere which welcomes everyone to our schools.
- The students are encouraged to greet approved visitors to our school with friendliness and respect.
- The displays around the schools are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although physical access to the school can be difficult to a minority of areas the school is easily accessible and arrangements are always made for students and adults to access any hard to reach areas of our school.
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect the principles of all the protected characteristics.
- Reflect 'the reality of an ethnically, culturally and sexually diverse society'.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the schools communities consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at our school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.
- Uses first language effectively for learning where possible.

Extended Services

All our Extended Services provision adheres to this policy via service level agreements for each of our out of hours users.

It is the policy of our school to provide equal access regardless of ability to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to Extended Services activities aware of the school's commitment to equality of opportunity.

All such non staff members who have contact with children are expected to adhere to this policy, our school principles and are DBS checked.

Provision for Bilingual Pupils

We make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Pupils whom English is an additional language.
- Pupils who are new to the United Kingdom.

Personal Development

- All staff take account of the needs of the protected characteristics as well as the experience and needs of particular groups such as Gypsy Roma and Traveller, Refugee and Asylum Seeker students.
- All students are encouraged to consider the world of work with no discriminatory boundaries placed on them due to any of the protected characteristics.
- All within the schools' communities are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout our schools to ensure that different groups of students can see themselves reflected in the schools' communities.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility amongst staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with continuous training and development, which will increase the awareness of the needs of different groups of students in the various dimensions of equality of

opportunity.

Staff Recruitment and Professional Development

- All posts are advertised and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Steps are taken to encourage people from under-represented groups to apply, however staff are appointed to the school based on the closest fit to the person specification/job description. Gender is not included in these criteria. We endeavour to appoint the best person for the job.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact (eg. Safer Recruitment).

Bullying and Harassment

It is the duty of our school to challenge all types of discriminatory behaviour, e.g.

- Unwanted attentions (verbal or physical).
- Unwelcome or offensive remarks or suggestions in relation to any of the protected characteristics or about another person's appearance and/or general character.

Our schools have a clear, agreed procedure for dealing with incidents such as these and are logged.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers to help all students to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school including our parents' forum.
- Encouraging members of the local community to regularly join in school activities and events.
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Responsibility for the Policy

In our school, all members of our community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- Our school complies with all equalities legislation relevant to the school community.
- The school's Equality policy is maintained and updated regularly.
- That procedures and strategies related to the policy are implemented.
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Senior Leadership Team are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any racist incidents as covered in this policy.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of any of the protected characteristics or any other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Equality Objective 1:

RESPECT - To promote an understanding that all members of the Iveshead School community should expect to be respected and respect each other in return.

Why we have chosen this objective:

- As a newly merged school, Iveshead School needs to preserve and further enhance the respectful cultures of both Shepshed High School and Hind Leys College
- Iveshead School recognises that many families appreciate the support provided by the school in expecting and promoting respect.

To achieve this objective we plan to:

- Promote the importance of mutual respect at every opportunity
- To ensure that respect is a prominent feature of the PSHCE/PD programme
- Ensure that mutual respect is at the centre of how Iveshead School does business with all stakeholders

Progress we are making towards achieving this objective:

- Iveshead School is being formed on the expectation of mutual respect

Equality Objective 2:

ENRICH - To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within and beyond our school community

Why we have chosen this objective:

- Students at Iveshead School need an appreciation of the diversity of culture that exists both within and beyond Shepshed
- Iveshead School recognises the importance cultural understanding has for our students and families in modern Britain

To achieve this objective we plan to:

- Plan for appropriate enrichment opportunities across the curriculum

- Ensure Iveshead School has a cohesive and modern PSHCE/PD programme that promotes cultural and religious understanding
- Establish strong and effective links with other schools that have student populations different to Iveshead School

Progress we are making towards achieving this objective:

- PSHCE/PD programme is being reviewed

Equality Objective 3:

SUCCEED - To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different ethnic groups.

Why we have chosen this objective:

- We aspire for all students at Iveshead School to maximise their potential
- As an inclusive school community we seek to actively encourage and promote the success of all our students

To achieve this objective we plan to:

- Study and understand our school data so
- Monitor the progress and attainment of all students
- Analyse the progress and attainment of students to identify areas for improvement
- Implement targeted programmes of support and intervention

Progress we are making towards achieving this objective:

- The progress made by identified sub-groups of students is monitored through routine progress tracking at Iveshead School

The Iveshead School objectives were last reviewed in June 2017. They will have an interim review again in September 2017, once the summer examination results are known. These objectives will be updated in the summer term of 2018.