

CHURCH STRETTON SCHOOL



Single Equalities Policy

**2014-2017
(Draft in progress)**

1. Policy statement

- a) In accordance with our School's values we pledge:
- to respect the equal human rights of all our pupils
 - to educate them about equality
 - to respect the equal rights of our staff and other members of the school and wider community.
- b) We will assess our current school practices through an Equality Impact Assessment (EqIA) and implement all necessary resulting actions in relation to:
- ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity
 - religion or belief
 - socio-economic background.
- d) We are opposed to all forms of prejudice, including:
- prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities
 - prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

Our approach to equality is based on the following key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

Church Stretton School can be seen in the following context when planning for community cohesion:

- Ethnicity/culture context of the school (local and national)
Most students are from white British heritage and there are few for whom English is an additional language. Students are drawn from a largely rural, sparsely populated area, with a few from the town of Shrewsbury
- Religion/belief context of the school (local and national)
There is not a wide diversity of beliefs and religion, Beliefs when held, are likely to be from the broadly Christian tradition, however there are representatives of a number of faiths in school including whose needs require particular care due to their minority status within the area.
- Socio-economic context of the school (local and national)
The proportion of pupils known to be on free school meals is below the national average, though increasing. Although relatively affluent, Shropshire has pockets of significant rural deprivation. Seasonal work affects some families There are disparities between social groups.
- Current issues affecting cohesion at school, local and national level
Increasing unemployment. Students' lack of experience of the wider cultural life of Britain. Lack of cultural diversity in the community.

4. Responsibilities

One named governor, -----, takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation

- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Head Teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities

J Smith, Assistant Head, is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

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

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. Equality impact assessment

Listed below are factors which may be considered as part of the EqIA process. Not all factors will be relevant to each policy or practice and the list is not exhaustive.

- Physical access to and the physical environment access within a specific location.
- Communications access (the use of colour, language, audio description, font size, whether alternatives are offered, use of plain English and symbols or pictures, tactile signage and buttons).
- Inclusive language and imagery which reflects diversity and reduces stereotyping.
- Cultural factors such as religious beliefs, social customs, dress codes, dietary requirements and naming conventions.
- Domestic commitments including family and care responsibilities, availability of flexible working arrangements.
- Ability to use public transport or having access to own car.
- Economic disadvantage.
- Awareness of and attitudes towards diversity issues amongst students, staff, governors, parents and carers, volunteers and visitors.
- sexual orientation
- age
- gender and gender identity

Our equality objective-setting process involves the collection, study and use of quantitative and qualitative data relating to the implementation of this policy, and making adjustments as appropriate.

The following relevant people are consulted:

- Students via the School Council and House Council
- Pupils with SEND via working groups
- Parents of children with SEND via Annual Reviews and meetings
- Other parents via web site consultation
- School Governors
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Analysis of take up data of policy or practice by the school community
- Using the results of surveys or consultation exercises
- Information from specialist staff/in-house expertise, either within school or from outside agencies
- Research reports on the needs and experiences of diverse groups
- National best practice guidance
- Expert views from organisations representing diverse groups (i.e. disability/race equality groups; trade unions etc.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings.

Evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups

9. Equality Objectives 2014-17
(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Implement aspects of Community Cohesion Plan
Ensure new legislation on gender re-alignment is included in recruitment and admissions policies
Ensure new legislation on teenage pregnancy is included in the School's Admission Policy
To ensure that disadvantage due to social deprivation is minimised through the appointment of a disadvantage mentor
To have a termly monitor of recorded incidence of homophobic and racist bullying
To develop language awareness in staff re. disability

10. Disability Discrimination Act Development Plan. 2014-17

Area for Development	Person responsible	Timescale	outcomes
1. Increased access to School curriculum			
Introduction and implementation of New Code for SEN	JS	Complete by 2017	
Development of pupil profiles to inform teaching staff Development of Action Plans	JS	Yr 7 September 14 Year 8. December 14 Year 9 February 15 Year 10 April 15	
Staff kept up to date with New Code	JS	From Feb 14	
Conversion of Statements to EHCP	JS	Yr 11 December 14 Year 9 June 15	
Catch up Classes in place and training undertaken	CB JY JS	Training Oct 14 Classes Nov 14	
Pupil Premium monitoring and assessment	HACs	Ongoing	
2. Improving the physical environment for pupils with disabilities			
Complete Whizz-Kidz Accessibility Audit	JS	Dec 14	
Plan as per outcomes of accessibility audit above	JS		
3. Improvement of delivery of information provided in writing			
Departmental reviews of differentiated materials and awareness of readability of materials	HODs	Ongoing	

11. Community Cohesion Plan 2014-17

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	Review PSHEE with reference to current SMSC and fundamental British values Audit of SMSC across curriculum
ii. Equity between groups in school, where appropriate	Disadvantage mentor in place to work with CLA and FSM-to monitor and intervene with regard to attainment and look at take up of extra curricula offer Increased role of HAC in monitoring and interventions with disadvantaged within school Narrow the gap between groups Increase awareness of all teaching and non-teaching staff of needs of disadvantaged groups within school Emphasis on all staff to be aware of disadvantage and plan for closing the gap Transport to additional classes for disadvantaged Increased free resources for disadvantaged Zero tolerance of homophobic bullying made clear on new anti-bullying policy Homophobic bullying incidents recorded
iii. Engagement with people from different backgrounds, inc. extended services	Volunteers in Yr 11 Leisure Links with Indian School

Good Practice Guide

As well as the specific actions set out above this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we 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 particularly

when allocating Teaching and Learning Responsibilities (TLR) 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 opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Equality and the Law

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

a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;

- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

