

This policy takes into consideration our duties under the following Acts former Acts:

- Race Relations Act 1976 as amended by the race Relations Act 2000
- Every Child Matters Green Paper 2003
- Disability Discriminations Acts 1995 and 2005
- Sex Discrimination Act 1975 as amended by the Equality Act 2006
- Education and Inspections Act 2006 – our duty to promote community cohesion
- Equality Act 2010 and Public Sector Equality Duty (PESD)

Although some of these sets of duties are no longer statutory, they are essential for achieving the five outcomes of the original Every Child Matters framework and the school's philosophy of inclusion and equal value of each individual student.

This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for students either as individuals or groups / cohorts.

Background information

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). This applies to all public sector bodies including schools and academies.

The Act extends the equality duties to all the following protected groups:

- Race
- Disability
- Sex
- Gender reassignment (It is unlawful to discriminate against a transsexual student)
- Age (as a school only with regard to our role as an employer – not in relation to students)
- Religion or belief
- Sexual Pregnancy and maternity (It is unlawful to discriminate against a student who is pregnant / had a baby)
- Sexual orientation

The three main elements of the duty mean schools must have 'due regard' to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations across all protected groups

The PSED has to be integrated into the carrying out of school functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Specific duties under Public Sector Equality Duty

1. Publish information to demonstrate how the school is complying with the PSED. This information must include, in particular, information relating to people who share a 'protected characteristic'.
2. Prepare and publish equality objectives.

Guiding Principles

These guiding principles apply to all members of our school community

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation (or none), national origin or national status
- Whichever their gender (including gender reassignment) or sexual orientation
- Whether or not they are pregnant women or new mothers

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value and will endeavour to ensure their learning needs are met through an increasingly personalised curriculum.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are appropriately differentiated to take into account the differences of life-experiences, outlook and background, and in the kinds of barriers and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Our policies, procedures, ethos and curriculum, both formal and extra-curricular, aim to promote and develop positive attitudes between staff, student, parents, our local community and increasingly our national and global communities.

Principle 4: Our staff recruitment, retention and development policies will be non-discriminatory

We take seriously our responsibility to ensure our policies and procedures are non-discriminatory and give equal opportunities to all members or potential members of staff.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts, we actively seek to implement strategies to enable all members of our community to make the most of their learning and personal / professional development.

Principle 6: We consult widely

We recognise the importance of listening to the views of our staff, students and parents and actively seek their opinions through staff/ student voice activities and the use of more formal consultations.

Principle 7: Society as a whole should benefit

Equalities Policy

We intend that our policies and activities should benefit society as a whole, locally, nationally and internationally, by fostering greater social cohesion and by encouraging all members of the school community to make a positive contribution to community life.

Action

We recognise that a policy is only of use if it results in positive action. Each year the School Improvement Plan (SIP) and School Development Plan (SDP) is reviewed and specific actions agreed to implement or develop school policies and procedures, including those relating to our duties set out in the Equalities Act 2010 which requires the school to publish at least one equality objective, updated annually.

Specifically, we ensure that the seven guiding principles listed above are applied to both the formal and informal curriculum, and in particular 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
- accessibility to the school site and curriculum

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice and bullying and there is guidance in the staff Behaviour Management Handbook on how such incidents should be dealt with. Incidents of bullying and racism are reported to the School and Community Governing Body on a termly basis and the school complies with their duties to report racial incidents to the Local Authority.

The school's policy on bullying is given to parents when their children join the school and can be found on the school website. Issues relating to prejudice, diversity and bullying are considered within the school programme for Personal and Social Education.

Roles and responsibilities

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. A member of the governing body has a watching brief regarding the implementation of this policy.

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.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice or bullying that may occur according to school guidelines
- Identify and challenge bias and stereotyping in the curriculum
- Support students in the class for whom English is an additional language
- Keep up to date with the law on discrimination and take up training and learning opportunities

Equalities Policy

The policy is available to staff, parents and governors on the school web site

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.

Monitoring and evaluation

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
2. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender and any other protected group.
3. To review good practice we make use of a range of auditing schedules.
4. To meet the requirements of the Equalities Act 2010 we publish information and data required by the Equalities Act 2010 within the school's Self Evaluation Framework (SEF) and specific objectives within the School Development Plan. School objectives that relate to our Public Sector Equality Duty will be published on the school website.

Equalities Statement

APPENDIX 1 - Examples of Published Documents

The following documents demonstrate the school's commitment to equality, equal value and inclusion for all individual students and cohorts, including the 'protected groups'.

What	Available to	Where	15
RAISE On-line data (analysis of cohorts)	SLT / HOFS / HODS/ Governors	SLT / HOF meeting papers;	
Anti bullying policy	All	Website	
Bullying / Racist Incidents / STAFF ALERT	SLT; Governors; LA	SLT / Governors meeting papers; report to Local	
Single Equalities Policy	All	Website	
Single Equality Annual Objectives	All	Website	
Child Protection Policy	All	Website	
Confidentiality Guidelines	All	Website	
Accessibility plan	SLT / Governors; others as appropriate	SLT / Governors meeting papers	
Elmslie Team Challenge data – efforts to improve boys attainment	SLT	SLT meeting paper	
Progress Monitoring data Monitoring of all students	All staff, students and parents	End of term reports	
Levels of progress Monitoring	SLT / Governors; HOFS; Staff	Key Stage/ SLT / Governors	
Kirkland Rowell Surveys	SLT – summarised for all	SLT / Governors meeting	
Student Voice (Bullying, Community Cohesion; Faith etc)	All staff; feedback of	SLT / Governors meetings / SEF	
SIP / SDP – shows inclusivity (e.g. peer mentoring /young carers) and S.E.P	Staff / Governors	Staff / SLT Governors meeting papers	
Curriculum (PSE; RE; CE; English etc) promotes inclusivity, tolerance, etc	Students (parents on request)	Departmental Schemes of Work	
Recruitment, retention and CPD policies	SLT / Governors	SLT / Governors meeting papers	
Feedback from Youth workers	HOYS / KSM ; DCM; SPM;	Weekly feedback reports to	
Use of Pupil Premium	SLT / Governors	SLT / Governors meeting papers	
Pupil statistics / cultural context	SLT / Governors	SEF	
Provision mapping for SEN	SLT / Governors	SLT / Governors meeting papers	
Teaching School recruitment policies – positive	SLT / Governors meetings	SLT / Governors meeting papers	
International School / exchange visits – promote cultural awareness / integration	Students / staff	George Abbot news / displays of photographs.	
School prospectus – outlines school principle	All	Prospectus	
Assemblies – often focus on inclusion, tolerance and respect	Staff; students	Assembly programme	

Equalities Statement

Exclusion figures – demonstrate no 'protected	SLT / Governors/ LA	SLT / Governors meeting papers; return sheets to
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