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# Policy:

# Equalities

Reviewed and updated: Spring 2016  
Member of staff responsible: Headteacher

Reviewed: Every two years

Review Date: Spring 2018

# Equality and Diversity Policy

## **Our commitment and vision**

We are committed to ensuring equality of opportunity and fairness in all areas of employment and to valuing the diversity of our colleagues, pupils and people living within our local communities.

Our commitment lies at the heart of our promise to provide outstanding service by maintaining the highest standards of professional excellence. We are committed to recruiting, training and promoting the best person for the job and encouraging all our colleagues and pupils to reach their full potential, regardless of age, gender, marital status, race or ethnicity, nationality, disability, religion or religious or other beliefs, sexual orientation, social background or family or care responsibilities.

We are also determined to create a working environment which supports our vision and values and which is free from any form of discrimination, harassment or bullying and within which all individuals are treated with respect, fairness and courtesy.

We will support and encourage our colleagues in their responsibility to implement this policy by providing training, written information and guidance in our HR policies and expert guidance and advice, where appropriate.

## **Consequences of discrimination, victimisation and harassment**

Any behaviour involving discrimination, victimisation or harassment of another on the grounds of age, gender, marital status, race or ethnicity, nationality, disability of any kind (including physical, sensory and mental disability), religion or religious or other beliefs, sexual orientation, social background or family or care responsibilities will not be tolerated. Such behaviour may amount to gross misconduct in which case disciplinary action (including dismissal for serious offences) will be taken against any person breaching this policy.

## **Monitoring**

We are committed to monitoring the effectiveness of this Equality and Diversity Policy and the associated complaints procedure. We undertake to regularly review all our policies, procedures and practices in relation to recruitment and selection, terms and conditions of employment, learning and development opportunities, career development, promotion and grievance and discipline to ensure they comply with any legislative changes and good practice. We will endeavour to identify and take all steps necessary to eliminate any unjustified discrimination or victimisation which is revealed by this monitoring process and which is required to achieve our commitment and vision for equality and diversity.

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## 1.0 Roles and Responsibilities

- 1.1 Equal opportunities concern everyone and every member of the School community has an obligation to promote equality in every sphere of School life.
- 1.2 The Governing Body (GB) will monitor and review the working of the policy and procedures by allocation of duties to senior School staff and committees of the Governing Body.
- 1.3 The Head Teacher has overall responsibility for this Equal Opportunities policy. On a day-to-day basis he may delegate the responsibility for the organisation and implementation of this to a **Nominated Post holder**. This postholder will present general reports, statistics and incident reports to the Head Teacher for onward communication to the Governing Body and its committees.
- 1.4 The Head Teacher is responsible for ensuring equal opportunities in the curriculum.
- 1.5 All Children and staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

## 2.0 Suggested Audience

All teaching and support staff

## 3.0 Related policies

This policy is part of a suite of policies which should also be referred to:

- Disability Equality Statement
- Safeguarding and Promoting Pupil Welfare
- Assessment and reporting arrangements
- Behaviour
- Racial Equality
- Disability statement
- SEN
- Anti-bullying Policy
- Appraisal and Capability Policy

## 4.0 School Mission Statement

Barrow 1618 C of E Free School will provide high quality teaching and learning through a broad and balanced curriculum. We will maximise the use of learning and teaching outside of the classroom across the curriculum where this is relevant and beneficial. Opportunities for outdoor learning will be considered and included in all planning. Through rigorous attention to detail in assessment and self-evaluation we will ensure continuous school improvement.

## **5.0 Introduction**

- 5.1 The statements, aspirations and targets in this document represent a clear, but broad approach, which will be shared, developed and implemented with the close consultation with School staff.
- 5.2 The School is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for Children as participants and for the staff whose involvement is integral to the development of quality opportunities and services. In line with its ethos and key principles, the School will work hard to ensure that whatever inclination, aptitude or level of ability, every one of our Children is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their development.
- 5.3 This statement summarises the School's commitment to Equal Opportunities for Children.

## **6.0 Aims**

- 6.1 The aim of this policy is to promote equality of opportunity in the School for all Children
- 6.2 The School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy and identifies other aims to support the Head Teacher aim:
- To promote the concept of equality of opportunity throughout the student body through curriculum provision and through the ethos and values demonstrated by the School;
  - To develop an understanding of, and promotion of, human equality and equal opportunities;
  - To promote good relations between members of different racial, cultural and religious groups and communities; and
  - To enable Children to take responsibility for their behaviour and relationships with others.

## **7.0 Legal Background**

- 7.1 The main statutory provisions covering discrimination within the context of this statement are the following:
- Sex Discrimination Acts 1975 and 1986
  - Race Relations Act 1976
  - Rehabilitation of Offenders Act 1974
  - Disability Discrimination Act 1995
  - Race Relations (Amendment) Act 2000
  - Special Educational Needs and Disability Act 2001
  - Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002

- Disability Discrimination Act 2005

7.2 Also relevant are:

- Human Rights Act 1998
- The Statutory Code of Practice on the Duty to Promote Race Equality

7.3 The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

## **8.0 Responsibilities Further Defined**

8.1 Teaching and support staff are responsible for ensuring that:

- All Children are engaged through sensitive and appropriate choice around a range of learning styles, methods, language, questioning and classroom management ;
- Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- Stereotypes and what are thought to be stereotypical activities are effectively challenged;
- Teaching and learning strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- All staff are aware of possible cultural assumptions and bias within their own attitudes.

## **9.0 Leadership and Management**

9.1 All leaders at every level within the School are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged Children. Measures will include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- Ensuring that the performance of different groups of Children is monitored and evaluated so that the particular needs of different Children are met; and
- Assessing the impact of additional support on standards of attainment, progress and other key targets.

9.2 Where patterns have been identified an appropriate response to these patterns of attainment, progress, behaviour, attitudes and attendance will be swiftly made to remedy any deficiency. It is the responsibility of all leaders to ensure that:

- Strategies should be implemented to raise performance, aspirations and self-esteem;
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all Children; and
- An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

## **10.0 Impact for Children**

- All Children will have equal access to all School curriculum programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability;
- The School is committed to full educational inclusion (see SEN policy);
- The Head Teacher or his nominated post holder will collect and record figures on take-up of courses, which will be considered annually or more often if requested. The Head Teacher will keep the Governors informed on this.
- The Head Teacher or his nominated post holder will ensure that annual analyses of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability (or via cohorts identified in RAISEonline);
- All areas of learning will have equality of opportunity at their core and make explicit references within medium and long term learning plans to ensure full progression for every student;
- All School improvement plans will ensure that the attainment, progress and quality of learning for all Children is fully addressed;
- School rules and the Code of Conduct for Children clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;
- Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PSHE, Citizenship programmes; and
- All areas of learning will have equality of opportunity at their core and make explicit references to this within learning schemes.

## **11.0 Monitoring and Review**

- 11.1 The implementation of this policy throughout the School will be reviewed annually by the HR committee, with all relevant changes clearly identified and a report made to the Governing Body by the Head Teacher.

## **Approval by Governing Body and Review Date**

- 12.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting of the HR committee with delegated powers.

Signed: \_\_\_\_\_  
(Chair of Governing Body)

Date: \_\_\_\_\_

Review date: \_\_\_\_\_