



## Single Equalities Policy

**Date:** July 2015

**Revision Date and Frequency:** July 2019 (every four years although monitored annually)

**Distributed to Staff:**

**Lead Person(s):** R. Dyer, Headteacher

**Committee:** Children, Families and Community Committee

**Ratification by:** Children, Families and Community Committee

**Statutory Policy:** Yes

**Policy Author:** R. Dyer, Headteacher

### 1. Context

1.1. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief.

1.2. This document replaces previous statutory duties documents relating to race, gender and disability. Since 6<sup>th</sup> April 2011, all public bodies, including Local Authorities and schools, have been bound by the public sector equality duty (Section 149 of the Act). Schools have a general duty and two specific duties:

- The general duty is the overarching legal requirement for schools to consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equal opportunity; and foster good relations between different groups.
- The two specific duties are to publish and update annually equality information which shows compliance with the duty (the publication of this policy) and to prepare and publish one or more specific and measurable equality objectives which they will pursue over a 2-4 year review period (see Appendix One of this policy).

### 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 Development Plan, Self-evaluation review, the school's website and newsletters.



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2.2. There are also references in the Behaviour, Admissions, SEN and Anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

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. Introduction

3.1 Burdett-Coutts is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. 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 Burdett-Coutts, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010).

3.1 We believe the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

### 4. Principles

4.1. Our approach to equality is based on the following key principles:

- **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. We recognise, respect and value difference and understand that diversity is a strength. It should be celebrated by all those who learn, teach and visit this school.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a shared sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.



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

### 5. Monitoring and Review

5.1. The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher, supported by the Assistant Headteacher (Inclusion). They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard.
- Working closely with the governor responsible for this area who is Narissa Bowles.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children Looked After (previously LAC), Minority Ethnic, including Traveller, EAL pupils and those who receive Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice-related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

### 6. Policy Commitments

#### 6.1. Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;



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- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### 6.2. Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### 6.3. Promoting Equality: The ethos and culture of the school

At Burdett-Coutts we are aware that those involved in all aspects of leadership in the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities so that they are not at a disadvantage (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of Collective Worship, classroom-based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.



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### 6.4. Promoting Equality: Staff Recruitment and Professional Development

Burdett-Coutts ensures that:

- All posts are advertised formally 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 to ensure equality of opportunity.
- Where possible, we encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### 6.5. Promoting Equality: Countering and Challenging Harassment and Bullying

Burdett-Coutts ensures that:

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice-related bullying incidents, and has a nominated member of staff responsible for recording and monitoring incidents (Headteacher);
- The school reports to Governors on an annual basis the number of prejudice-related incidents recorded in the school.

### 6.6. Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Burdett-Coutts aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent meetings, to ensure parents' views are captured to inform practice (i.e. Coffee Mornings; Parent Events);
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils, e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities, are made to feel welcome.

## **7. Responsibility for the Policy**

7.1. In our school, all members of the school community have a responsibility for promoting equalities. We will provide training, guidance and information to enable them to do this.



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7.2. The **Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the school's Self-Evaluation Form or may be stand-alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice-related incidents or incidents which are in breach of this policy and ensure that appropriate action is taken in relation to these incidents.

7.3. The **Headteacher and Senior Leadership Team** have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect to equality;
- Overseeing the implementation of the equality policy and schemes;
- Coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

7.4. All **school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

## 8. Measuring the Impact of this Policy

8.1 The Equalities Policy and all other relevant policies will be evaluated and monitored for their impact on pupils, staff, parents and different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Headteacher.