

Bullers Wood School

Equalities Policy



Quod Potes Tenta
Strive to your Utmost

Policy reviewed 2020 by: AHT (Equalities)	Date of Adoption: March 2020	To be reviewed : March 2021
---	--	---------------------------------------

INTRODUCTION

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') it merged previous legislation: The Race Relations Act 1976, The Disability Discrimination Act 1995 and The Sex Discrimination Act 1975. The Equality Act means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty.

The Public Sector Equality Duty or 'general duty'

- eliminate unlawful racial, age, disability, gender or sexual orientation discrimination harassment and victimisation
- promote equal opportunity between different groups
- promote positive attitudes towards and between different groups
- ensure that no employee suffers disadvantage or discrimination

These original Acts also give schools specific duties to help them to meet the general duty. This includes a duty to prepare and maintain equality schemes for each area. At Bullers Wood this is done through a single equality policy and scheme covering race, gender, age, religion, sexual orientation, marital/civil partnership status and disability.

This policy has been developed with the School's values and principles. All employees are required to support the ethos of the school in their professional life and recruitment policies reflect that requirement as the law allows. Admissions policies are formulated in accordance with the Code of Practice for Admissions.

In summary, this policy covers the need for equalities in the following areas:

- Gender
- Gender reassignment
- Disability
- Age
- Race, language or national background
- Sexual orientation
- Religion or belief
- Marital/civil partnership status

Eliminating discrimination on the basis of all these factors is the aim of the Policy and the practice which flows from it and which it summarises.

EQUALITIES STATEMENT IN THE CONTEXT OF THE SCHOOL'S ETHOS

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the school's ethos, the core of which is the ultimate worth and dignity of every human being. No member of the school community shall suffer unfair direct or indirect discrimination on the basis of gender, gender reassignment, disability, age, race, language or national background, sexual orientation, marital/civil partnership status, religion or belief. Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the School's grievance and discipline and Behaviour policy. The School recognises that in some cases it may be necessary to put in place more favourable treatment

for some individuals or groups in the interests of securing sustainable equality or access and opportunity.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extra-curricular opportunities and participation
- Admissions and attendance
- The curriculum and options
- Staff recruitment, promotion and professional development
- Partnerships with parents and communities

LEADERSHIP AND MANAGEMENT

We are committed to:

- actively tackling discrimination and promoting equal opportunities and positive attitudes
- encouraging, supporting, and helping all students and staff to reach their potential
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice
- making sure the single equality scheme is implemented and monitoring its effectiveness in promoting race, gender and disability equality.

RESPONSIBILITIES

A. Governing Body

The Governing Body is responsible for

- making sure that the school complies with all equalities legislation
- making sure the single equality scheme is implemented and reviewed

It achieves these broad aims by

- Promoting equality as an explicit aim in all the School's policies, and ensuring it underpins all aspects of its work
- Ensuring the policy reflects belief in diversity that embraces individuals and promotes community spirit
- Ensuring that policy is developed through wide consultation in School and with the wider community
- Ensuring no students will be discriminated against in the provision of services offered to students that relate to education
- Ensuring all role descriptions include a commitment to equality and diversity as part of their specifications
- Ensuring that all recruitment, employment, promotion and staff development policy and practice reflect the ethos and requirements of equalities legislation

- Incorporating equality targets into the School Improvement Plan to ensure all individuals and groups, regardless of race, gender, disability or other factors achieve their potential and make good progress.

B. Headteacher and leadership team

The Headteacher and leadership team are responsible for

- making sure the single equality scheme is published and that the governors, staff, students, and their parents and guardians and wider community know about it
- ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory
- making sure the single equality scheme is delivered and reviewed producing regular information for staff and governors about the scheme and how it is working, and providing training for them on the scheme, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of racial, gender or disability harassment and racial, gender or disability discrimination

C. All staff

All staff are responsible for

- dealing with racist, sexist or disability harassment incidents, and being able to recognise and tackle racial, gender or disability bias and stereotyping
- promoting equal opportunities positive attitudes, and avoiding discrimination against anyone on the grounds of gender, disability race, colour, sexual orientation, marital/civil partnership status, nationality or ethnic or national origins
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern

The Deputy Headteacher (curriculum) is responsible for ensuring that student curriculum choices and student attainment and progress do not reveal any embedded stereotyping or discrimination.

The Assistant Headteacher responsible for staff development is responsible for monitoring access to and participation in staff development with equalities in mind.

The Site Manager and Human Resources Manager are responsible for implementing the single equality scheme with regard to premises and staff.

COVERING THE SPECIFIC DUTIES

Planning and developing policy

We will ensure that the needs of ethnic minority groups are particularly taken into account in all school planning processes and in the development of school policies. We will also ensure representation from children and adults with regard to gender, age, sexual orientation and disability issues. We will ensure that their needs are particularly addressed in all school planning processes and in the development of school policies. We will consult as far as

possible with affected groups in policy development and review, including those with disabilities. Our aim will be to ensure absolute equality of opportunity for all. Targets will be set when it is appropriate to do so. The effectiveness of our policy will be judged via our normal consultation channels.

Monitoring

Data relating to student attainment and progress will be monitored against ethnicity, gender and disability and targets set as appropriate. That data will also inform planning and decision making. Other data will also be monitored, including for example school trip take-up, extra-curricular activity participation, options decisions. The occurrence of incidents of discrimination will be logged and monitored. Data relating to the employment, training and promotion of staff will also be monitored with a view to ensuring equity and fairness for all. Any data relating to complaints or grievances relating to equalities or discrimination will also be considered. All of this data will be used to assess the impact of equalities policies and practice, and working practices will be reviewed as necessary in the light of the findings.

Assessing and reviewing policies

All school policies are reviewed on the basis of a planned programme. Any that are relevant to equalities will be judged against their effectiveness in tackling unlawful discrimination, and promoting equal opportunities and positive attitudes. Our self-evaluation programme will take account of relevant equality questions. Any issues arising from this process will be incorporated into our School Improvement Plan as part of our single equality scheme. Any issues raised will be taken into account when reviewing this equalities policy, and any changes will be published to all stakeholders. Any information so published will not identify individuals.

PUTTING THE EQUALITIES POLICY INTO PRACTICE

This equalities policy will be monitored in line with our practice for the monitoring and review of all school policies. We shall develop a training strategy which includes training and support for staff and governors, and this strategy will be managed by the Assistant Headteacher responsible for staff development, and by the Headteacher. Training will be reported and assessed using our normal processes. The Policy will be published as part of the Governors' policy documentation, and will be made available to any staff, students, parents or others who request it. Any breaches of this policy will be treated with gravity and dealt with via normal disciplinary procedures. An accessibility plan will be in place and regularly updated to ensure that progress is being made towards making school opportunities increasingly available to students with disabilities, physical, emotional or cognitive.

EQUALITY SCHEME WORKING GROUP

The Governing Body will start the process of producing the school's Equality Scheme, effectively the action plan for the implementation of the Policy. This is to meet the duties to promote equalities within the school. The working party membership will include

- SLT member
- Governor
- parent with interest in or experience of disability issues
- staff representative
- SENCO
- trade union representative(s)
- two student associate members

The key functions of the working party will be:

- To ensure the involvement of students, parents and staff regarding the equality and equality duties
- To ensure the involvement of trade unions regarding the equality duties for employees
- To arrange for the gathering of information
- To consider how equalities impact on staff, students and parents/carers)

Appendix 1

Relevant Legislation

The Equality Act 2010

Previous legislation

Gender (sex):

- Sex Discrimination Act 1975, as amended
Equality Act 2006

Gender (reassignment):

- Sex Discrimination (Gender Reassignment)
Regulations 1999

Race:

- Race Relations Act 1976, as amended
Race Relations (Amendment) Act 2000

Disability:

- Disability Discrimination Act 1995, as amended
Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005

Sexual orientation:

- Employment Equality (Sexual Orientation)
Regulations 2003, as amended

Religion or belief

- Employment Equality (Religion or Belief)
Regulations 2003, as amended
Equality Act 2006

Age

- Employment Equality (Age) Regulations 2006

Appendix 2

Disability Discrimination Act 2005 Definition of Disability

The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring illnesses.