Equalities Policy

Chew Valley School

Equalities Policy

1. Rationale

1.1 In today's society students of Chew Valley School will encounter difference and diversity. This policy sets out to prepare our young people for the world they meet both inside and outside School and to promote community cohesion. Our School believes that our aim "to help all our students learn, grow and achieve in order to become happy, confident and responsible adults" can only be possible by promoting equality and combating discrimination. We seek to remove barriers to access, participation, progression, attainment and achievement. Chew Valley School is committed to the Equalities Act 2010 which places general duties on all public authorities (including Schools) to promote race, disability and gender equality. The aim of the general duties is to make race, disability and gender equality central to the way Schools work, to how they carry out their work and to all areas of their work. In particular, it should influence all policy-making, service delivery, regulation or enforcement and employment practice.

2. Aims

2.1 The aim of the school is to:

- provide a secure environment in which all our children can flourish and achieve;
- provide a learning environment where all individuals feel valued and have a sense of belonging;
- prepare children for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- ensure inclusion for all in the activities of the School.

3. Definitions

3.1 The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained Schools and Academies, and relates to certain "protected characteristics" - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations - between people who share a protected characteristic and people who do not share it.

The specific duties require schools:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and

(b) to prepare and publish equality objectives.

3.2 Inclusion means to welcome and uphold the rights of all members (both existing and potential) of a particular group.

Schools have a range of duties:

- towards their employees,
- towards other users of the School,
- towards their students and their parents or carers,

3.3   Disability means a physical or mental impairment which has a substantial, long term adverse effect on that person's ability to carry out normal day-to-day activities. This also includes specified medical conditions such as HIV, Multiple Sclerosis and cancer. Long term is also defined as at least 12 months.

4. Guidelines
4.1   Our core commitments to equality are:
- recognising and respecting diversity in order to be an actively inclusive School, where being unique is considered to be a good thing;
- being proactive in promoting equality and good race relations, and challenging unlawful racial/ disability discrimination;
- working in partnership with students, parents, staff, governors and the wider community to challenge discrimination in its widest sense and establish, promote awareness and disseminate equality good practice;
- developing, reviewing and evaluating all relevant improvement plans, policies and procedures;
- publishing and sharing our policies with the whole community via the website;
- collecting and analysing data to ensure all groups are progressing well and no group is subject to disadvantage;
- using all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensuring that the wider School curriculum makes explicit and implicit provision to promote and celebrate diversity;
- having high expectations of behaviour which demonstrates respect to others.

4.2   Responsibilities have been identified for different members of the School community and as such these will be at different levels depending on the position of the individual or group within the School. Our core responsibilities to equality are:

4.2.1   Governing Body
- Ensuring that the School complies with legislation, including the general and specific duties;
- Meeting requirements to publish an equality objective;
- Meeting requirements to update and monitor the School's Accessibility Plan;
- Ensuring that the School's policy and its procedures and strategies are carried out and monitored;
- Ensuring equal opportunities in staff recruitment and professional development, and membership of the Governing Body;
- Providing information in appropriate, accessible formats;
- Being involved in dealing with serious breaches of the policy.

4.2.2 Headteacher:
- Ensuring that the Equalities policy and its related procedures and strategies are implemented, monitored and reviewed;
- Ensuring a School Recruitment policy which allows for candidates from any ethnic/gender/racial/religious background to access opportunities;
- Ensuring that *all* staff are aware of their responsibilities;
- Actively challenging and taking appropriate action against staff or students who discriminate (see School Behaviour policy document);

- Providing staff and governors with regularly updated information via training and documents;
- Dealing with any reported incidents of harassment or bullying in line with LA guidance.

4.2.3 Senior Managers
- Collecting information on the numbers of and needs of students, staff and parents from "vulnerable" groups and storing this information in an accessible format (through IMS database);
- Maintaining a "Vulnerable Groups" database to monitor progress in respect of protected characteristics, additional needs and attendance;
- Reviewing curricula and schemes of work to actively promote diversity;
- Reviewing and implementing the School accessibility plan;
- Convening a group of staff to monitor "vulnerable" groups with respect to incidents, attainment, attendance and accessibility called the Safeguarding group;
- Utilising the views of staff, students and parents, as well as other stakeholders, in reviewing the School's approaches to dealing with bullying and discrimination, for example, in reviewing the appropriate policies;
- Ensuring that a consistent procedure regarding sanctions is used by all members of staff with regard to incidents of discriminatory behaviours whether to staff, students or other members of the School community;
- Promoting our commitment to community harmony through display, assemblies and publications such as the School newsletter;
- Ensuring that incidents of bullying and anti-equality breaches are routinely recorded on the School's IMS system and then notified to the Local authority where appropriate;
- Supporting the promotion of diversity by working with young people, including through the PSH(R)E curriculum see Appendix 2

4.2.4 Heads of Year
- Proactively discussing the needs of students and parents with specific needs and supporting their full access to School life, for example, liaising with external agencies to ensure continuity of Schooling or raising concerns/issues at the Safeguarding Group;
- Investigating all incidents of reported discriminatory behaviour and applying the correct sanctions, where necessary.
- Securing counselling for perpetrators of discriminatory behaviour;
- Providing support for victims of discrimination;
- Educating students in the different cultures, beliefs and backgrounds within our School and community through assemblies, displays and other activities.

4.2.5 Curriculum Leaders
- Will review their curriculum to ensure that it complies with this policy.

4.2.6 SENCO
- Taking a leading role in promoting the progress, attainment, achievements, accessibility, needs of students from "vulnerable" groups, for example, BME and students with special educational needs;
- Meeting with, planning and reviewing practice with external agencies for example, the Ethnic Minority service;

- Maintaining and monitoring the Student Support systems and procedures to ensure needs are met.

4.2.7 All Staff

- Challenging and logging all incidents of discriminatory behaviour in accordance with the School policy, see Appendix 1 for language and behaviour that is unacceptable;
- Ensuring that the ethos of the School is such that it promotes positive images of all religious, cultural and ethnic groups in all aspects of its work for example, teaching materials, displays, etc. and being vigilant in all areas of the School for any type of harassment and bullying;
- Dealing effectively with all incidents from overt name-calling to the more subtle forms of victimisation prompted by perceived differences;
- Identifying and challenging bias and stereotyping within the curriculum and in the School's culture;
- Promoting equality and good relations and not discriminating on grounds of protected characteristics;
- Promoting an inclusive curriculum and whole School ethos which reflects our diverse society;
- Keeping up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

4.2.8 People with Specific Responsibilities:
- A dedicated governor with responsibility for oversight of Equality matters (usually Chair of Curriculum and Pupils' committee).
- The Deputy Head (Pastoral) and Heads of Year have the responsibility for ensuring all incidents of discrimination or racial harassment are dealt with satisfactorily in line with the School policy.
- Deputy Head (Pastoral) to meet with Equalities group to monitor the level of incidents of discrimination and make an annual report to governors via the Curriculum and Pupils' Committee.

4.2.9 Visitors and Contractors:

Visitors and contractors will be made aware of, and be expected to comply with the School's Equality policy whilst on School premises.

5 Recording Incidents

All incidents should be recorded on the central Information Management System.
For incidents that involve bullying behaviours, specific coding is required on this system to recognise the roles of participants.
Additionally, bullying reporting will occur via Senior Managers to the Local Authority.

6 Breaches of the Policy:

The School Complaints Procedure will be used as the procedure for raising and dealing with complaints related to breaches of this policy. To support the School in managing and investigating such complaints, the School may draw upon support and guidance from officers of the Local Authority.

7 Conclusion

The successful implementation of this policy will ensure that all members of the School community feel safe, secure, (both physically and emotionally) and valued whilst at School.

Committee: Curriculum and Pupils   Other related Policies:
Approved: January 2017   Safeguarding & Anti Bullying Policy
Review Date: January 2019   Whistleblowing Policy
                                               Behaviour Policy
                                               SEN Policy
                                               Accessibility Plan

Equalities Policy: Appendix 1

EXAMPLES OF SEXIST/RACIST/HOMOPHOBIC BEHAVIOUR THAT IS UNACCEPTABLE

Where any of the following are aimed at members within the community because of their perceived sexual orientation, colour, race, ethnicity or nationality.

i.   Derogatory name-calling, insults, racist jokes and homophobic language.

ii.   Sexist, homophobic or racist comments in the course of discussions in lessons.

iii.   Physical assault against a person or group.

iv.   Ridicule of an individual for sexual, gender, cultural or religious differences. For example, food, music, dress, worship patterns, etc.

v.   Refusal to co-operate with other pupils because of their religion/race/ethnicity/gender identity/nationality.

vi.   Verbal abuse and threats.

vii.   Bringing offensive or racist materials such as leaflets, comics, magazines or computer software into School.

viii. Using the School's computer systems to access and distribute discriminatory or racist material.

ix.   Attempts to recruit other students to racist organisations and groups.

x.   Provocative behaviour such as wearing racist badges or insignia, or using racist signs or signals.

xi.   Incitement of others to behave in a sexist/racist/homophobic way.

xii.   Sexist/Homophobic/Racist graffiti.

Equalities Policy: Appendix 2:
PSH(R)E Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Introduction to World Religions Baseline assessment	Rites of Passage	Prayer and Meditation Assessment	Festivals	Community Cohesion Assessment	Holy books
	Equality and diversity	Puberty and life changes	Bullying	Alcohol	Emotional Health and well-being	Personal Values
8	Identity and belonging Assessment	Life after death	Religion and the environment – link Geog trip to rainforest Assessment	Poverty and Injustice	Community Identity Assessment	Spiritual Leaders
	Healthy lifestyles	First Aid	Bullying	Mental Health	Respectful Relationships	Challenging stereotypes
9	Rights and Responsibilities	Philosophy	Moral Issues	Science and Religion Assessment	Media and Religion	Preparation for GCSE
	Human Rights	Body Image	RSE	Alcohol	Drugs	Personal Identity
10	Living Deliberately	RSE – contraception and consent	Drugs and Alcohol	Respectful relationships and CSE	Equality and Diversity	Body image and self esteem
	Pressure groups	Sex and the law	Drugs and the law	The criminal Justice system	Political parties	Volunteering
11	Religion and Early Life Mock exam		War and Peace End of unit test		Revision	
	Drugs and Alcohol	Mental Health toolkit	RSE – pornography and mental health	Coping with stress	Facing the future	
12	Body Image	Alcohol	Political awareness	Drugs	Relationships and sex	