



Equality Policy - Statement and Objectives

**Document Control**

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## **Equality Policy - Statement and Objectives**

### **1. Introduction**

All the schools within The Arthur Learning Partnership are safe and creative environments: happy, positive, vibrant and forward-thinking communities where each child and adult is valued and able to learn and achieve.

In each of our schools, measures are taken to create an inclusive culture to ensure equal educational opportunities for all our students and staff at all times. We do not discriminate on the basis of any protected characteristics, namely: age (for employees, not for service provision), disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (and issues of transgender) and sexual orientation, in admission or employment and in access to our educational and professional programmes and activities. We take positive action to provide equal opportunity to all students and staff and others using school facilities.

### **2. The Legal Framework**

Our duties under the Equality Act 2010 are, in summary, to have due regard to the need to;

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools also have a duty to promote community cohesion.

### **3. Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by six principles:

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.

Principle 2:

We recognise and respect diversity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development.

Principle 5:

We aim to reduce and remove inequalities and barriers that may already exist

Principle 6:

We aim to consult and involve the school community.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but nevertheless do take account of differences.

#### **4. Forms/Definitions of discrimination**

Discrimination by or against an individual is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

**Direct discrimination** occurs where someone is treated less favourably because of one or more of the protected characteristics set out above, or they are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

**Indirect discrimination** can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic.

**Discrimination by association** is discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** where there is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Harassment** related to any of the protected characteristics is prohibited. Harassment is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Individuals can complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. This extends to protection from harassment because of perception and association.

**Victimisation** is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

#### **5. Our Commitment to Equality**

This equality policy enables our school to meet our statutory obligations. We will actively promote equality and oppose discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat people differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

- Taking active measures to investigate report and act on incidents of discrimination.
- Collect and analyse school data and other equality relevant information.
- Consult all staff, students, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions, in line with the Behaviour Policy and good practice, to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on equality.
- Admissions and attendance to follow LA guidelines.
- Staff recruitment.
- Professional Development

## **6. Taking active measures to investigate, report and act on incidents of discrimination**

All members of staff (including all non-teaching staff) have a responsibility to promote equality and to report any incidents of discrimination, which may arise in the school.

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change.

Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where equality issues come to the attention of the school, these will be dealt with according to our behaviour policy, child protection procedures and our whistle blowing policy which outline the procedures to follow.

## **7. Progress, attainment and assessment**

The Progress Leader undertakes assessment analysis on a regular basis. Any findings related to the underachievement of any group is highlighted and they are targeted appropriately.

## **8. Behaviour discipline and exclusions**

Our procedures for disciplining students and managing behaviour are fair and applied equally to all students irrespective of gender, race, disability, etc. All procedures for excluding and reintegrating students are free from discrimination. These are monitored regularly by Progress Leaders.

### **9. Personal development and pastoral care for our students**

Through our PSHE, tutor activities, and through the work of the Every Child Matters team, our students are comprehensively supported and guided.

### **10. All aspects of teaching and learning and the wider curriculum**

Curriculum planning takes account of our commitment to equality. The criteria used for setting and other grouping are fair for all students. We endeavour to use assessment materials that are free from any unfair bias.

Where gaps in achievement are identified, actions will be taken to close the gap.

Our aim is not only to encourage all students to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs.

### **11. Admissions and attendance**

We follow LA guidelines on admission, which are fair to all groups. The school monitors student attendance and uses data to develop strategies to address poor attendance, and is aware in some cases absenteeism may be linked to a protected characteristic..

### **12. Staff recruitment and professional development**

Recruitment and selection procedures are consistent with the Equality legislation.

Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all groups.

Advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job.

### **13. Out of hours learning (including extended provision)**

Out of hours learning will be open and free to all groups, unless the activities is agreed by all parties to be appropriate or available to only one gender (e.g. sports teams). The school will endeavour to provide a wide range of activities which appeal to the interests of all students.

### **14. Partnership with parents and communities**

All parents are encouraged to be part of the life of the school. The value for success for **all** is positively promoted to avoid any stereotyping or discrimination.

### **15. Roles and Responsibilities**

Promoting equality is the responsibility of the whole school community, including support staff, students and parents. These duties are made clear in our policies which are made available to all staff. New and temporary staff to the school will be made aware of this school policy via the Induction Programme.

### **16. Head teacher and Leadership group**

Will demonstrate through their personal leadership the importance of this policy.

They will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it.

- Ensure that, where additional funding is available for raising the achievement, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

### **17. Curriculum Subject Leaders and TLRs**

Will be responsible for reviewing and monitoring curriculum policies and schemes of work to ensure that equality is promoted.

### **18. Monitoring and evaluation**

The impact of this policy will be reviewed annually through curriculum leaders and house leaders in their annual self-evaluations. The impact of this policy will be reported annually to Governors, in particular the actions being taken to close the gaps identified.

### **19. Specific duties**

In order to meet our general duties, outlined above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are:

- To publish equality information, in order to demonstrate compliance with the general duty across its functions (we will not publish any information that specifically identify individual students or members of staff);
- To prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics listed above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provision as a school, namely:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents
- Employment processes and patterns

### **20. Reviewing the Equality Policy**

The following criteria will be the basis of our review procedures:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Promote good relations between those with protected characteristics and those who do not.

**Appendix 1 – *each school to insert their equality objective here***

**Equality objectives**

1. Eliminate discrimination - Student outcomes

*- To continue our focus on promoting positive outcomes for all vulnerable students, so they achieve their best.*

2. Foster good relations among all members of the school community - Student experiences

*- To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics.*

3. Advance equality of opportunity - Staff employment

*- To expand further our understanding of the diversity of our workforce and refining our approach to responding to the needs of those with protected characteristics*

## Appendix 2

### Data on the School Workforce

i) Gender of the school workforce

<b>Teachers</b>		<b>Support Staff</b>	
Female		Female	
Male		Male	
Total		Total	
Total Number of staff =			

ii) Ethnicity of the school workforce

<b>Ethnicity Code</b>	<b>Description</b>	<b>Number of Staff</b>
Total		

iii) Disability Status of the school workforce

<b>Disability</b>	<b>Number of Staff</b>
Yes	
No	
Not obtained	
Total	

iv) Applications for flexible working (all staff)

<b>Applications for flexible working</b>	<b>Number of staff</b>

v) Applications for leave

<b>Applications for leave</b>	<b>Number of staff</b>
Maternity Leave	
Paternity Leave	
Shared Parental Leave	
Dependents Leave	
Special Leave	
Leave for Religious Observation	

### Data on the School Student Population

i) Gender of the school students

Age	Male	Female
Sub total		
Total =		

ii) Ethnicity Group breakdown of students

Ethnicity Code	Description	Number of Students

iii) Disability status of students

Disability Code	Description	Number of Students

iv) Religion/Belief breakdown of students

Religion	Number of Students