



GEORGE ABBOT SCHOOL

Policy Title:	Equality Policy	
Author:	Headteacher	
Date of most recent review:	March 2019	
Date of next review:	March 2020	
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

This policy takes into consideration our duties under the following Acts / former Acts:

- Race Relations Act 1976 as amended by the race Relations Act 2000
- Every Child Matters Green Paper 2003
- Disability Discriminations Acts 1995 and 2005
- Sex Discrimination Act 1975 as amended by the Equality Act 2006
- Education and Inspections Act 2006 – our duty to promote community cohesion
- Equality Act 2010 and Public Sector Equality Duty (PSED)

Although some of these sets of duties are no longer statutory, they are essential for achieving the five outcomes of the original Every Child Matters framework and the school's philosophy of inclusion and equal value of each individual student.

This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for students either as individuals or groups / cohorts.

Background information

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). This applies to all public sector bodies including schools and academies.

The Act extends the equality duties to all the following protected groups:

- Race
- Disability
- Sex
- Gender reassignment (It is unlawful to discriminate against a transsexual student)
- Age (as a school only with regard to our role as an employer – not in relation to students)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity (It is unlawful to discriminate against a student who is pregnant / had a baby)

The PSED has to be integrated into the carrying out of school functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Specific obligations under Public Sector Equality Duty

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it

3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Guiding Principles

These guiding principles apply to all members of our school community

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation (or none), national origin or national status
- Whichever their gender (including gender reassignment) or sexual orientation
- Whether or not they are pregnant women or new mothers

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value and will endeavour to ensure their learning needs are met through an increasingly personalised curriculum.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are appropriately differentiated to take into account the differences of life-experiences, outlook and background, and in the kinds of barriers and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Our policies, procedures, ethos and curriculum, both formal and extra-curricular, aim to promote and develop positive attitudes between staff, student, parents, our local community and increasingly our national and global communities.

Principle 4: Our staff recruitment, retention and development policies will be non-discriminatory

We take seriously our responsibility to ensure our policies and procedures are non-discriminatory and give equal opportunities to all members or potential members of staff.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts, we actively seek to implement strategies to enable all members of our community to make the most of their learning and personal / professional development.

Principle 6: We consult widely

We recognise the importance of listening to the views of our staff, students and parents and actively seek their opinions through staff/ student voice activities and the use of more formal consultations.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, locally, nationally and internationally, by fostering greater social cohesion and by encouraging all members of the school community to make a positive contribution to community life.

Action

We recognise that a policy is only of use if it results in positive action. Each year the School Development Plan (SDP) is reviewed and specific actions agreed to implement or develop school policies and procedures, including those relating to our duties set out in the Equalities Act 2010 which requires the school to publish at least one equality objective, updated annually.

Specifically, we ensure that the seven guiding principles listed above are applied to both the formal and informal curriculum, and in particular with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being

- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- accessibility to the school site and curriculum

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice and bullying and there is guidance in the Staff Handbook on how such incidents should be dealt with. Incidents of bullying and racism are reported to the Local Governing Body and the school complies with our duties to report racial incidents to the Local Authority.

The school's policy on bullying is given to parents when their children join the school and can be found on the school website. Issues relating to prejudice, diversity and bullying are considered within the school programme for Personal and Social Education.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Chair of the LGB has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have
- Take steps to meet the particular needs of people with a protected characteristic
- Encourage people who have a particular characteristic to participate fully in any activities
- Deal with any prejudice or bullying that may occur according to school guidelines
- Identify and challenge bias and stereotyping in the curriculum
- Support students in the school for whom English is an additional language
- Keep up to date with the law on discrimination and take up training and learning opportunities

The policy is available to staff, parents and governors on the school website.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and evaluation

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

2. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language; gender and any other protected group.

3. To review good practice we make use of a range of auditing schedules.

4. To meet the requirements of the Equalities Act 2010 we publish information and data required by the Equalities Act 2010 within the school's Self Evaluation Framework (SEF) and specific objectives within the School Development Plan. School objectives that relate to our Public Sector Equality Duty will be published on the school website.

APPENDIX 1 – Examples of Published Documents

The following

documents demonstrate the school's commitment to equality, equal value and inclusion for all individual students and cohorts, including the 'protected groups'.

What	Available to	Where
ASP data (analysis of cohorts)	SLT / ASLs / HODS/ Governors/GEP	SLT / ASL meeting papers; SEF; online Ofsted data
Anti-bullying policy	All	Website
Bullying / Racist Incidents / STAFF ALERT	SLT; Governors; LA	SLT / Governors meeting papers; report to Local Authority
Single Equalities Policy	All	Website
Single Equality Annual Objectives	All	Website
Child Protection Policy	All	Website
Confidentiality Guidelines	All	Website
Accessibility plan	SLT / Governors; others as appropriate	SLT / Governors meeting papers
Progress Monitoring data monitoring of all students	All staff, students and parents	End of term reports
Progress data update – 4 times a year	SLT, ASLs, governors, GEP	SLT, ASL meetings, governors papers, GEP papers
Student Voice	All staff; feedback of summary to students, governors, GEP	SLT / Governors meetings / SEF
SDP – shows inclusivity and S.E.P objectives	Staff / Governors	Staff / SLT Governors meeting papers
Curriculum promotes inclusivity, tolerance, etc.	Students (parents on request)	Departmental Schemes of Work
Recruitment, retention and CPD policies	SLT / Governors	SLT / Governors meeting papers
Feedback from Youth workers, School Counsellor	HOYS / Inclusion Team	Weekly feedback reports to identified staff
Use of Pupil Premium Funding	SLT / Governors	SLT / Governors meeting papers
Pupil statistics / cultural context	SLT / Governors	SEF
Provision mapping for SEN	SLT / Governors	Inclusion meetings
Teaching School recruitment policies – positive discrimination in recruitment	SLT / Governors meetings	SLT / Governors meeting papers
International School / exchange visits – promote cultural awareness / integration	Students / staff	George Abbot news / displays of photographs.
School prospectus – outlines school principle of equal value	All	Prospectus
Assemblies – often focus on inclusion, tolerance and respect for all	Staff; students	Assembly programme published to staff / SLT
Exclusion figures – demonstrate no 'protected group' more at risk of exclusion	SLT / Governors/ LA	SLT / Governors meeting papers; return sheets to LA, Ofsted data

APPENDIX 2 – Specific Duties – SDP Public Sector Equality Objectives 2018-19

Objectives	Processes and Actions
<p>1.1 Promote and harness whole staff engagement in an inclusive and collegiate school culture, forging strong and productive teams</p>	<ul style="list-style-type: none"> • Continue to celebrate school culture, ensuring messages at all layers of leadership reflect a united approach • Work with all school leaders to promote a commitment to SDP& DDP objectives, reviewing progress regularly and planning next steps to ensure constant school improvement • Develop opportunities to celebrate staff success and contribution • Promote all opportunities on offer to support staff wellbeing, leveraging engagement across all school staff • CPD reflects an on-going and cultural commitment to inclusion
<p>2.1 Ensure equality of strong student progress through inclusive, quality first pedagogy; championing best practice</p>	<ul style="list-style-type: none"> • Offer increased staff development to include regular staff learning conferences, teaching and learning community networking, TeachMeets and Sharing Practice weeks • Develop expertise to support staff in effectively teaching our most vulnerable learners • Provide targeted input to support areas highlighted as an outcome of Reflection and Review • Develop strong and proactive SEN provision
<p>4.1 Develop consistent practice regarding expectations of behaviour and inclusion, providing expert support for staff</p>	<ul style="list-style-type: none"> • Ensure clear guidelines for all stakeholders in the GAS community • Ensure consistent and fair follow up • Enable targeted coaching and staff development to be implemented • Ensure behaviour and inclusion practice is driven by our GAS cultural aspiration
<p>4.3 Embed a positive student culture which appreciates difference</p>	<ul style="list-style-type: none"> • Continue to deliver a well-planned and resourced tutor programme • Strategically plot assembly content and whole school messaging • Review school comms plan to incorporate strong messaging • Ensure rich cultural content throughout SOW across subjects • Attendance strategies are developed and high profile
<p>4.4 Develop a proactive, well researched plan to raise aspiration for every student</p>	<ul style="list-style-type: none"> • Investigate trialled and proven strategies • Visit best practice venues • Utilise the voice and views of all stakeholders • Publicise our approach, reminding students of their potential and personal capacity • Support those with poor attendance to be resilient with school and returning after periods of absence