



Single Equality Objectives Policy

1. Statement of Intent

- 1.1. This equality policy is the school's response to the specific and general duties detailed in current equality legislation, which has been brought together under the Equality Act 2010.
- 1.2. This equality policy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age. It is an attempt to capture how our school is systematically establishing, implementing and embedding good practice in equality and diversity across all areas of school life.
- 1.3. Cirencester Deer Park School has developed this policy to ensure our school meets its statutory duty regarding;
 - race, gender and disability equality;
 - community cohesion;
 - site / asset management and health & safety.
- 1.4. This document sets out how pupils, employees and visitors to the school with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and/ or discrimination:
 - disability;
 - gender, including transgender members of our school community;
 - race;
 - religion and belief;
 - sexual orientation.

2. Legal framework

- 2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 2.2. This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- 2.3. This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Complaints Procedures Policy

- 2.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations
- 2.5. For the purpose of this policy, the Equality Act 2010 will be referred to as ‘the Act’.
- 2.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 2.7. Protected characteristics, under the Act, are as follows:
- Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 2.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions.
 - In the way it provides education for pupils.
 - In the way it provides pupils access to any benefit, facility or service.
 - By excluding a pupil or subjecting them to any other detriment.
- 2.9. The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to “old pupils” communications and activities.
- 2.10. The school will promote equality of opportunity for all staff and job applicants.

3. Principles and aims

- 3.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 3.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 3.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 3.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 3.5. The school will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity between men and women, girls and boys.

- 3.6. Transgender people are explicitly covered by the Public Sector Equality Duty (PSED). For the purposes of this policy, the term ‘transgender’ refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 3.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 3.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 3.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 3.10. The school’s Admissions Policy will not discriminate against any protected characteristic in any way.
- 3.11. The school will:
- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the local governing body;
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised;
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities;
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity;
 - Reduce and remove inequalities and barriers that already exist;
 - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing policies;
 - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic;
 - Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

4. Roles and responsibilities

- 4.1. The trustees of The Corinium Education Trust and the school’s local governing body will:
- Ensure that the school complies with the appropriate equality legislation and regulations;
 - Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication;
 - Ensure that the school’s policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans;
 - Ensure that the school’s Admissions Policy does not discriminate in any way;
 - Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Trust Board and local governing body;
 - Proactively recruit high-quality applicants from under-represented groups;
 - Provide information in appropriate and accessible formats;
 - Ensure that the necessary disciplinary measures are in place to enforce this policy.

- 4.2. The headteacher will:
- Implement this policy and its procedures;
 - Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD;
 - Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy;
 - Actively challenge and take appropriate action in any case of discriminatory practice;
 - Address any reported incidents of harassment or bullying in line with DfE guidance.
- 4.3. Employees will:
- Be mindful of any incidents of harassment or bullying in the school;
 - Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher;
 - Identify and challenge bias and stereotyping within the curriculum and the school's culture;
 - Promote equality and good relations, and not harass or discriminate in any way;
 - Monitor pupils' progress and academic needs to ensure the appropriate support is in place;
 - Keep up-to-date with equality legislation and its application by attending the appropriate training.
- 4.4. Pupils will:
- Not discriminate or harass any other pupil or staff member;
 - Actively encourage equality and diversity in the school by contributing their cultural experiences and value;
 - Report any incidences of bullying or harassment, whether to themselves or to others, to the Year Leader or to another member of staff;
 - Abide by all the school's equality and diversity policies, procedures and codes.
- 4.5. The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

5. Equality objectives

- 5.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following three objectives:

- **Foster Good Relations**

At Cirencester Deer Park School, we respect and value everyone. We are committed to fostering good relations by providing a caring, friendly and inclusive environment so that all pupils can learn and achieve in a relaxed and secure atmosphere. It is a place where everyone feels valued, safe and able to contribute positively, through their behaviour and language, to the life of Cirencester Deer Park School.

- **Advance Equality of Opportunity**

We believe everybody should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services, at Cirencester Deer Park School.

The Single Equalities Policy outlines the commitment of the staff and members of the local governing body of Cirencester Deer Park School and ensures that equality of opportunity is available to all members of the school community.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for individuals and different groups of pupils in school.

- **Eliminate unlawful discrimination, harassment and victimisation**

We recognise our responsibility to safeguard all who access the school and promote the welfare of everyone by protecting them from physical, sexual and emotional abuse, neglect bullying and all other forms of discrimination. This includes all types of harassment.

We set ourselves challenging equalities targets, including targets relating to the attendance and performance of disadvantaged groups, through our whole school strategic plan.

5.2. The school will publish our equality objectives at least every four years.

6. Collecting and using information

6.1. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

6.2. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

7. Promoting Equality

7.1. In order to meet our objectives, the school has identified the following five priorities:

A. Promoting Equality through the Curriculum

A.1. At Cirencester Deer Park School, we will provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement through a broad and balanced curriculum. The school will ensure that;

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- pupils will have opportunities to explore concepts and issues relating to identity and equality;
- all steps are taken to ensure that all pupils have access to mainstream curriculum by considering the cultural, religious, socio-economic and lifestyle backgrounds of all pupils;
- all pupils have access to qualifications which recognise attainment and achievement and promote progression.

A.2. Learning and teaching within the curriculum will;

- ensure quality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- ensure that the RP, PSHE and Global Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;

- where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that involve all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils;
- identify resources that support staff development.

B. Promoting Equality through the learning environment

- B.1. We have consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils will be encouraged to improve on their current achievements and not to measure themselves against others. Parents will also be encouraged to view their own children's achievements in this light.
- B.2. To secure the best outcomes we recognise that;
- quality first teaching that is inclusive and challenging is the best way to accelerate progress for all pupils;
 - teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
 - adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity;
 - the school will place a very high priority on the provision for special educational needs and disability.
- B.3. We will meet the needs of all learner's including high achieving pupils, pupils with special needs, pupils for whom the pupil premium provides support and pupils with low prior attainment.
- B.4. The school will provide an environment in which all pupils have equal access to all facilities and appropriate resources. The school will promote an ethos in which all pupils are encouraged to be actively involved in their own learning and where a range of teaching methods are to be used throughout the school.
- B.5. At Cirencester Deer Park school, we are aware that those involved in the leadership of the school are instrumental in building an ethos and atmosphere that promotes mutual respect between all members of the school community. There will be an 'openness' of atmosphere which welcomes everyone to the school. Our pupils are encouraged to greet visitors to the school with friendliness and respect. This is explicit within our 'School Standards'.
- B.6. The displays around the school will be of a high quality and reflect the core values of democracy and freedom, community, responsibility, tolerance and diversity. There will be well-planned and targeted provision to cater for the spiritual needs of all of our pupils through assemblies, our PSHEe programme, other classroom-based activities and extra-curricular provision.
- B.7. The provision of good quality curriculum resources and materials within Cirencester Deer Park School is a high priority. These resources will reflect the reality of a religiously, ethnically, culturally and sexually diverse society and reflect a variety of viewpoints. Resources will show positive images of males and females in society including people with disabilities, of different sexualities, of different ethnicities and of different nationalities.

B.8. Resources will reflect non-stereotypical images of all groups in a global context and include materials to raise awareness of equal opportunity issues. They will be equally accessible to all members of school community, be consistent with health and safety requirements and not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

B.9. We recognise that it is important at Cirencester Deer Park that all members of the school community use appropriate language which does not transmit or confirm stereotypes, does not offend and actively creates and enhances positive images of particular groups identified at the beginning of this document. Language should create the conditions for all people to develop their self-esteem and should use correct terminology in referring to particular groups or individuals.

C. Promoting Equality through Extra-Curricular provision

C.1 It is the policy of this school to provide equal and equitable access to all activities from an early age. We will undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity.

C.2. We ensure that all non-staff members who have contact with children adhere to this policy and are DBS checked.

D. Promoting Equality through Personal Development and Pastoral Guidance

D.1. All pastoral staff will take account of disability needs, gender, sexual orientation, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.

D.2. All pupils will be encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.

D.3. All pupils/staff/parents/carers will be given support as appropriate when they experience discrimination. We will also recognise that the perpetrators of discrimination are themselves sometimes victims of their own personal circumstances and therefore remedial work is done to ensure that offensive or discriminatory actions do not re-occur.

D.4. Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in all levels of the school community.

D.5. Emphasis will be overwhelmingly placed on the value and richness that diversity brings to the school community rather than the challenges it may present.

E. Promoting Equality through Provision for EAL Pupils

E.1. All staff will make appropriate and suitable provision for all EAL pupils to ensure equal and equitable access to the whole curriculum including traveller and Gypsy Roma children, those from refugee families, pupils who are new to the United Kingdom and any other pupils for whom English is an additional language.

E.2. Bullying and prejudice will be carefully monitored and dealt with accordingly.

8. Addressing prejudice-related incidents

8.1. The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

- 8.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 8.3. If incidents continue to occur, the school will address them immediately and report them to the Corinium Education Trust (and Local Authority, where appropriate).

9. Appeal process

- 9.1. All members of the school community retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.
- 9.2. The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10. Monitoring and review

- 10.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 10.2. The policy will be monitored and evaluated by the headteacher and local governing body in the following ways:
- Individual attainment data;
 - Equal opportunities recruitment data;
 - Equality impact assessments;
 - Ofsted inspection judgements on equality and diversity;
 - Incident records related to harassment and bullying.
- 10.3. Any changes made to this policy will be communicated to all members of staff.

Document History

Creation Date	June 2017
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Approved by	Local Governing Body
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January 2022	Protected characteristics updated in line with the Equalities Act Objectives revised following staff and pupil consultation	LL/CXH	January 2026