

Policy: Single Equality Scheme Ref: CDPS 2

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Authorised by: Governing Board

Signed/Position: James Johnson/Assistant Head

Updated by: James Johnson



Introduction

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. 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. 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.

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.

This policy have been written with reference to, and consideration of, the following equality legislation:

- The Equality Act (2010)
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970)
- The Sex Discrimination act

- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment
- Equality (Religion or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation

The school gained the Equalities Award in January 2014. This involved raising whole school, staff and pupil awareness in a number of key areas;

- Commitment to equality,
- Narrowing the gap of identified groups and the general school population,
- Fostering good relations,
- Equality of opportunity and positive action
- Celebrating diversity.

There were 52 indicators that the school had to show evidence of in order to meet the criteria for this award.

1. Principles

1.1 At Cirencester Deer Park School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy 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. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1.2 This policy outlines the commitment of the staff and Governors of Cirencester Deer Park School to ensure 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. We celebrate and value the successes of all members of the school community that have been achieved through our commitment to equal opportunities. We celebrate and value the strengths and talents of all members of our school community. Members of our school community are defined as;

- pupils
- teaching staff
- support staff
- parents/carers
- community governors
- multi-agency staff linked to the staff
- visitors to school
- any contractors working on the school site

1.3 We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth;

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances;
- whatever their birth gender, sexual orientation or gender choice;
- whatever their age.

1.4 The guiding principles that underpin the legal and moral obligations of Cirencester Deer Park School are the 7 guiding principles of equality (See Appendix 1).

2. Rationale

2.1 At Cirencester Deer Park School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between all stakeholders. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress any inequality that may exist (See Appendix 2). We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

2.2 Our School Admissions Policy clearly supports our inclusive ethos and absolute commitment to equal opportunities.

2.3 We believe that these commitments are vitally important in the context of Cirencester Deer Park School where we have limited ethnic diversity.

3. Our Profile

3.1 Currently we have 963 pupils on roll (Jan 2016). The school monitors its profile through the annual school census. The representation of ethnicity of staff and governors is also noted by the school. Definitions of disability vary. As a school we provide the necessary support and care for all pupils in the school with a recognised disability (see SEN Policy and Accessibility Plan).

3.2 At the present time there are no members of staff or governors with a registered disability.

3.3 The school has an Accessibility Plan for those pupils and staff with a physical disability which might impair movement.

4. Monitoring and Review

4.1 Equality is identified as an area requiring careful and ongoing monitoring and that due regard is given to the promotion of all aspects of equality across the school. The person on the staff responsible for co-ordinating the monitoring and evaluation is James Johnson. He is responsible for leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community. Monitoring of this policy, along with associated policies, will be undertaken by the policy review group of the Governing Board.

4.3 The School will review the impact of policies on the needs, entitlements and outcomes for pupils, staff and parents based on the equality strands referred to in this policy.

4.4 The school will make regular assessments of pupil's learning and use this information to track pupil's progress as they move through the school. As part of this process we will regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. We will use this information to adjust future teaching and learning plans. Resources will be available to support different groups of pupils where the information suggests that progress is not as good as it should be. The governing board will receive regular updates on the performance of all learners.

4.6 School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools nationally, and to specifically to schools in similar circumstances.

4.7 We will rigorously monitor pupil performance information in addition to a range of other key information. This relates to exclusions and truancy, incidents of racism,

homophobia, disability, sexist incidents, all forms of bullying, parental involvement, participation in extra-curricular activities, and attendance.

4.8 We will identify any differences in the performance of different groups of learners. This will allow us to take appropriate action to meet the needs of individuals and specific groups of learners. We will set targets in our strategic plan in order to make the necessary improvements.

5. Promoting Equality through the Curriculum

5.1 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 taking into account 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.

5.2 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 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.

6.0 Promoting Equality through the learning environment

6.1 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. 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 try to 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.

6.2 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. 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.

6.3 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. 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 the

children through assemblies, the PSHEe programme, other classroom based activities and extra-curricular provision.

6.4 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.

6.5 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.

6.6 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.

7.0 Promoting Equality through Extra-Curricular provision

7.1 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 (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

7.2 We ensure that all non-staff members who have contract with children adhere to this policy and are CRB checked.

8.0 Personal Development and Pastoral Guidance

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

8.2 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.

8.3 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.

8.4 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.

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

9.0 Provision for EAL Pupils

9.1 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.

10.0 Staffing and Staff Development

6.1 We recognise the need for positive role models and will ensure the distribution of responsibility among a staff that represents the school community.

6.2 Pupils will have access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals. Staff will be provided with training and development which will increase awareness of the needs of different groups of pupils and help a better understanding of equality and equity.

11.0 Staff Recruitment and Professional Development

11.1 Cirencester Deer Park School is committed to the implementation of equal opportunities principles, the monitoring and active promotion of equality in all aspects of staffing and employment. The school will ensure that best efforts are made for staffing of the school to reflect the diversity of our community however all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

11.2 All posts will be advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection will be trained and aware of what they should do avoid discrimination and ensure equality good practice throughout the recruitment and selection process. Access to opportunities for professional development will monitored on equality grounds.

11.3 Employment guidelines and procedures will be reviewed regularly to check conformity with legislation and impact.

11.4 New staff induction will cover the location and content of all equality policies and documentation.

12.0 Harassment and Bullying

12.1 This school will challenge all types of discriminatory behaviour e.g. unwanted attentions (verbal or physical), unwelcome or offensive remarks or suggestions about

another person's appearance, character, race, ability or disability, sexuality, gender or transgender status.

12.2 The school has a clear, agreed procedure for dealing with all incidents of bullying and harassment.

13.0 Partnerships with Parents/Carers and the Wider Community

13.1 We will work in close partnership with parents to help all pupils to achieve their potential.

13.2 We affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We will do this by encouraging all parents/carers to participate at all levels in the full life of the school. We will encourage members of the local community to regularly join in school activities and we explore the possibility of the school having a role to play in supporting new and settled communities.

14.0 Responsibility for implementing this policy

14.1 In our school, all members of the school community have a responsibility towards supporting the equality agenda.

14.2 The Governing Body is responsible for ensuring that;

- the school complies with all equalities legislation relevant to the school community;
- the school's Equality guidelines are maintained and updated regularly;
- procedures and strategies related to these guidelines are implemented;
- the named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of these guidelines and ensure that appropriate action is taken in relation to all said incidents.

14.3 The Headteacher and Senior Management, along with the Governing Body, is responsible for;

- providing leadership and vision in respect of equality;
- overseeing the implementation of the Single Equalities Policy;
- co-ordinating the activities related to equality and evaluating impact;
- ensuring that all who enter the school are aware of, and comply with, the Single Equalities guidelines;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;

- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

14.4 All staff are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- not discriminating on grounds of race, disability, or other equality issues;
- keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

15.0 Other related policies and documents

12.1 This policy should be read in relation to all other school policies with specific reference to the Accessibility Policy and Plan, Pupil Premium Policy, SEN Policy, Curriculum Policy and Anti-Bullying Policy.

Appendix 1- The Seven Principles of Equality

In fulfilling the legal and moral obligations set out in this policy Cirencester Deer Park School is adopting the seven principles of equality.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from school policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered and should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;

- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

Principle 7: These guidelines development should involve widespread consultation and involvement.

Appendix 2

SINGLE EQUALITY INCIDENT ACTION PLAN

