



Single Equality Policy and Equality Objectives APRIL 2018- APRIL 2021

Governing Body Sub-committee

Name:

Student Matters, Equality and Community

Date approved:

26 April 2018

Full Governing Body (if applicable):

Date approved:

Belper School and Sixth Form Centre

Single Equality Policy

Preamble

Belper School and Sixth Form Centre is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This policy sets out how the school will promote equality of opportunity in both the delivery of its services and the employment of its staff. It is created by the school's governing body with the help of the school's Leadership Group in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy and the behaviour policy. These policies can be found on the school's website. A paper copy of the relevant policies can also be obtained by contacting the school office.

Through the creation of this policy, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every 3 years or any time there is an update or change to equalities legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

1. School equality statement

Belper School and Sixth Form Centre is committed to equality. Everybody's needs are different and we understand that we should not treat everyone the same, as this may cause a disadvantage to some. We therefore, treat them equally.

We do our best to ensure that everyone is treated respectfully and fairly. We aim to ensure an environment where nobody should receive less favourable treatment because of their disability, gender (including gender reassignment), colour, ethnicity, religious beliefs, age, or sexual orientation. When preparing policies or procedures we aim to consider the impact on our stakeholders with regard to the protected characteristics in the Equality Act 2010.

We aim to ensure that the whole school site is a safe and accessible environment for all.

We involve and consult with different groups within the school community to create a democratic process for decision-making. This is achieved through direct student consultation, the School Council, staff union JCC Committee, staff meetings, governor meetings, and parent/carer questionnaires.

We aim to have a school environment that is supportive of the diverse needs of our students and provides a rich, varied and stimulating learning experience which is free from bullying, victimisation and harassment. We have clear procedures for dealing with prejudice-related bullying and incidents and any reported incidents are monitored and reported on to the School Governors.

Regular assessment of students learning is carried out to track progress and ensure all groups of students are achieving the best possible results. We recognise that for some students extra support is needed to help them to achieve and be successful. We provide additional targeted and timely support for those students who require additional help, support or guidance. Our school performance is compared to national and Derbyshire Local Authority data to ensure that different groups of students make appropriate progress.

2. Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. **A member of the School's Leadership Group with responsibility for equality** has the day-to-day responsibility for coordinating the implementation of this policy.

The governing body

The governing body will:

- create and approve this policy with the help of the school's Leadership Group and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and that the school's equality objectives complement every child matters outcomes for children
- monitor and evaluate the effectiveness of the equalities objectives and make any amendments to improve on the plans when and where necessary
- **nominate a named governor to oversee the implementation of the equalities policy and equalities objectives, monitor equality outcomes, and regularly report back to the rest of the governing body**
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality objectives through the school prospectus, the school website, and the school's annual report.

The Headteacher and Leadership Group

The headteacher, with the support of the rest of the Leadership Group, will:

- promote the policy both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the policy is working and any amendments that they feel should be made, as well as feedback from staff, students and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this policy and the school's equality objectives
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behaviour and anti-bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to students
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Students

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy
- set a good example regarding behaviour and social awareness to younger students and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality policy and its associated objectives and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policy
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

3. Mainstreaming equality into policy and practice

As well as the specific actions set out in the school's equality objectives, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, sexual orientation, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Inclusion

Promoting and practicing inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. More information about our provision for inclusion can be found in the school's SEN policy.

Student voice

Through our support of student voice we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between students from different year groups, students and staff, and students and the wider community. In our school the School Council promotes the element of the equality objectives.

Recruitment

Belper School and Sixth Form Centre is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. Belper School and Sixth Form Centre acknowledges that unfair discrimination can arise on occasion and so will ensure that the single equality policy is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school's Recruitment Policy.

Staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice;
- 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.

Belper School and Sixth Form Centre is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our staff discipline, conduct, and grievance policy.

The education and wellbeing of our students is our main priority. Any member of staff who creates a barrier to learning for our students will be disciplined. The school's staff appraisal policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school's behaviour policy takes full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school attendance, behaviour and exclusions policies for more information on the processes surrounding these topics.

Monitoring and review

This single equality policy and its associated objectives will be reviewed every 3 years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered and monitored through a variety of ways which may include, by way of example, outcomes, attendance, bullying and exclusions data. The Headteacher and Leadership Group will provide monitoring reports for review by the governing body.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Reporting on our progress

Information recorded from any monitoring of equality in school will be shared with the Governors' Student Matters Equality and Community Committee (SMEC). Outcomes will also be shared with parents, staff and students.

There is a legal requirement on all schools to publish one or more equality objectives. These objectives are to be used by us in the school as a tool to help us make sure we are improving the experience of school for all of our students.

The current objectives have been chosen to match the needs of our school through use of the student voice. Students at the school via Tutor Group Forums and the School Council have identified the following equality objectives for the 3-year period to April 2021.

- 1. Develop procedures to raise awareness of race and ethnicity in school with students.**
- 2. Develop procedures for reducing sexism between students in school.**
- 3. Establish clear support structures for students with mental health issues.**
- 4. Ensure all school public events have a due regard for disability issues.**
- 5. Actively address cultural events throughout the year via assemblies or student project work to increase student and staff awareness and understanding of issues in diverse communities (e.g. Black History Month, Ramadan, Holocaust Memorial Day, LGBT History Month, Interfaith Week)**

The next page outlines the school's equality objectives.

Belper School and Sixth Form Centre - Equality Objectives Plan April 2018-April 2021

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators?
Race equality	Develop procedures to raise awareness of race and ethnicity in school with students	Milestones set by the project	Headteacher and Leadership Group, Curriculum Leaders and Heads of Year	Sep 2018-Jun 2021	Leadership Group and Heads of Year incorporate themes into assemblies
Gender equality	Develop procedures for reducing sexism between students in school	Milestones set by the project	Headteacher and Leadership Group, Curriculum Leaders and Heads of Year, School Council	Sep 2018-Jul 2019	School Council devise initial plan and objectives
Disability equality	Ensure all school public events have a due regard for disability issues	Milestones set by the project	Headteacher and Leadership Group	Sep - Dec 2018	All calendared school events have a procedure for ensuring disability issues are addressed
Disability equality	Establish clear support routes for students with mental health issues	Milestones set by the project	Headteacher and Leadership Group, Safeguarding Team	Sep 2018-Jun 2020	Leadership Group and Safeguarding Team develop support routes for students with mental health issues
Community Cohesion	Actively address cultural events throughout the year via assemblies or student project work to increase student and staff awareness and understanding of issues in diverse communities (e.g. Black History Month, Ramadan, Holocaust Memorial Day, LGBT History Month, Interfaith Week)	Milestones set by the project	Headteacher and Leadership Group, Curriculum Leaders, Heads of Year, Pastoral Teams, School Council, Librarians	Sep 2018-Jun 2021	Leadership Group ensure awareness of cultural events is incorporated into the school calendar. School Council work with Heads of Year to look at PSE/Assembly rotas. LG and Curriculum Leaders look at how different cultural events can be worked into curriculum offer