

The Deanery

Church of England High School and Sixth Form College



DIVERSITY & EQUALITY POLICY

JUNE 2016

STATUTORY AND LEGAL REQUIREMENTS

This overarching policy covers the general Public Sector Equality Duty (PSED), specified in the Equality Act 2010. This encompasses the racial equality duty, the gender equality duty and the duty to promote disability equality.

The equality objectives address our duties under new equality legislation, up to and including the Equality Act 2010. They also relate to the Wigan Council procedure for recording racist incidents in schools.

The Access Plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001. The Community Cohesion Plan addresses our duty under the Education and Inspections Act 2006.

PRINCIPLES

The school has a duty to promote equality of opportunity and community cohesion for all pupils and staff. The promotion of this equality is enshrined in this policy and reflected in our school ethos, the management of pupils' behaviour and in the curriculum. We are committed to:

- Promoting equality of opportunity for all.
- Promoting good relations between different groups and communities.
- Eliminating unlawful discrimination and behaviour.
- Promoting community cohesion.

Under the equality legislation the school will have regard to the following protected characteristics of age, disability, race, gender, religion or belief, gender reassignment, being or becoming a transsexual person, sexual orientation, marriage and civil partnership, pregnancy and maternity. The school will tackle discrimination in its different forms which apply to the above protected characteristics, most notably with regard to the four legally-defined types of unlawful behaviour, direct discrimination, indirect discrimination, harassment and victimisation.

We are committed to having 'due regard' to equality when making a decision or taking an action which may have implications for people as described above (i.e. those protected characteristics).

In fulfilling our legal duties we are guided by further principles which are reflected in our mission statement and vision for the school:

- Every pupil should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal, cultural and spiritual identity that is confident and open to change and that is receptive and respectful to other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in the wider world and to meet its challenges as independent individuals, responsible citizens and members of a community at local, national and international levels.

AIMS

- To prepare pupils for the opportunities, responsibilities and experiences of adult life and to prepare them to live harmoniously in a diverse society.
- To raise awareness of equal opportunities and eliminate discrimination within the school community.
- To support the school's principles of excellence and access.
- To ensure access to the school's premises, curriculum and extended provision for all pupils.

SCHOOL PROCEDURES/RESPONSIBILITIES

Chair of Governors takes the lead, but the governors as a whole are responsible for:

- in general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- in general, making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;
- in particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
 - gathering and publishing the required equality information annually

- drawing up, publishing and implementing the academy's equality objectives on a four-year cycle.

The Headteacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other academy improvement priorities;
- making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

Mrs Ryder (Designated Teacher) is responsible overall for:

- dealing with reports of identity-related incidents.

Students are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development. This may include: – the anti-bullying policy and specifically racist and homophobic bullying – developing academy/class rules which challenge discriminatory behaviour.

Visitors and contractors are responsible for:

- following relevant school policy

All incidents involving discrimination (and this is in the view of the person who has been the victim of any offence as well as that of the school) should be reported, either to the child's form teacher, Pastoral Manager or a member of the Leadership Team. Staff discrimination incidents should be reported to the Headteacher.

LA guidelines for the reporting of racist incidents have been reviewed and a copy of the form to be used is available in school. The Headteacher will continue to report each year to Governors as to the occurrence of incidents.

EQUALITY OBJECTIVES

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate unlawful discrimination.
- Eliminate harassment related to disabilities.
- Promote positive attitudes by disabled people.
- Take steps to take account of disabled peoples' disabilities.
- Eliminate unlawful sex discrimination.
- Eliminate harassment related to gender.
- Promote equality of opportunity between men and women.
- Ensure all appointments follow gender equality guidelines.

ACCESS PLAN

(As required by the Special Educational Needs and Disability Act (SENDA) 2001)

	Objectives	Actions
1	Improvements in access to the curriculum	<p>Review of equipment, resources, hardware and software.</p> <p>Review of curriculum outcomes/course requirements.</p> <p>Individual learning pathways identified where appropriate</p>
2	Physical improvements to increase access to education and associated services	<p>Reviews of access to and around building general and specialist learning areas.</p> <p>Establishing and developing relationships with medical, Speech and Language Therapists and other agencies.</p>
3	Improvements in the provision of information in a range of formats for disabled pupils	<p>Review and assessment of individual needs on intake.</p> <p>Use of specialist communication technology.</p>
4	Access to wider curriculum	<p>Increase participation in after school activities</p> <p>Encourage student and parental engagement with trips and visits</p>

COMMUNITY COHESION PLAN

	Guidelines	Actions
1	Promote good relations between diverse cultural & ethnic groups through teaching, learning and the curriculum	<p>Equip our pupils with the interpersonal skills to live and thrive alongside people from many different backgrounds.</p> <p>To provide a balance and focus to curriculum experiences which will form the core of the promotion of our school as a cohesive community.</p> <p>To arrange events, cross-curricular projects, assemblies, performances and charity events which encourage respect for diverse cultural and ethnic groups</p>
2	Promote equality and excellence through equality of opportunity	<p>Ensure recruitment procedures promote equality of opportunity and adhere to equality guidelines.</p> <p>Ensure Admission Code is adhered to.</p> <p>Review employment procedures and practice in light of equality legislation.</p> <p>Monitor pastoral and academic data to track progress of all pupils and to support with intervention where required.</p> <p>Use of Rewards and Behaviour Management systems.</p> <p>Counter prejudice and discrimination and respond to pupils with perceived marginal attitudes with clear messages.</p> <p>Pupils given equal opportunity to access courses/options.</p> <p>Ensure vulnerable groups are engaged and supported.</p>

3	Engagement of the community and extended services	<p>To sustain and develop partnerships with groups in the community e.g. employers/primary schools/LA agencies/Twin Town School.</p> <p>To continue to develop student/parents voice through school council/parental contact.</p> <p>To offer pupils a range of activities outside lessons, e.g. sport and music clubs/study support.</p> <p>To provide support for SEN pupils which involves parents and carers with access to targeted and Specialist Services.</p>
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These actions have all been completed and embedded; they are refined and updated following regular review.

This policy should be read in conjunction with the policies or sections of policies outlined below:

- SEND Policy.
- Anti-bulling Policy.
- Communications policy.
- Behaviour Policy.
- LA – Recruitment Policy.
- LA – Equal Opportunities Policy.
- LA procedure for reporting Racist Incidents.
- Staff Handbook.

This policy was approved by the Pastoral & Worship Committee on 14th June, 2016

Signed: _____
Chair of Pastoral & Worship Committee

Date of next review: June 2018

**Equality Act 2010
ADVICE FOR SCHOOL LEADERS,
SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES**

ABOUT THIS ADVICE

This is non-statutory advice from the Department for Education. It has been produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

On 1 October, the Equality Act 2010 replaced all existing equality legislation such as the Race Relation Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

EXPIRY/REVIEW DATE

This advice will next be reviewed in line with statutory requirements.

WHO IS THIS ADVICE FOR?

This advice is for school leaders, school staff and governing bodies in maintained schools and Academies but may also be useful for local authorities and parents.

KEY POINTS

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- The exceptions to the discrimination provisions for schools are all replaced in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Schools that were already complying with previous equality legislations should not find major differences in what they need to do. However, there are some changes that will have an impact on school as follows:

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.