



# Single Equalities Policy & Procedure

Adopted by Governors: *June 2012*

Next Review due: *Summer 2024*

**Committee Reviewed at: .....Full Summer 21**

**Signed by Chair of Committee:.....**

**Date:.....**

**Signed by Head Teacher:.....**

**Date:.....**

# Single Equalities Policy and Plan

Under the one umbrella including

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion and Belief
- Sexual Orientation
- Special Educational Need
- Community cohesion

## 1. Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers .All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## **2. National and Legal context**

The Equality Act 2010 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

## **3. School context**

The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Birkett House, we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

## **4. Equality in policy and practice**

In addition to the specific actions set out in the plan, Birkett House operates equality of opportunity in its daily practice in the following ways:

### **Teaching & Learning**

- We train staff on the needs of students on our roll. All staff are trained in positive management of behaviour EDR – (Engage Disengage Re-engage ) and communication techniques.
- We use contextual data to improve the support we provide to individuals and groups
- We also analyse data to set challenging targets for pupils
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare pupils for life in a diverse society
- We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs
- We challenge racist and discriminatory language and attitudes
- We celebrate aspects of different cultures
- We seek to involve parents and carers in supporting their son/ daughters education
- We encourage discussion of equality issues across school
- We adopt teaching and learning styles which are inclusive and reflect the needs of our pupils
- Boys and Girls are given the same opportunities throughout the school
- Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.
- Links with local organisations e.g. police where men and women fulfil the same role.
- Community Cohesion is promoted in all subjects

- Students undertake studies of specific countries in Geography
- We have a policy on Special Education Needs (SEN) in line with the recommendations in the latest national SEN Code of Practice.

### **Admissions and exclusions**

Our admissions are through referral from the Special Needs Assessment panel and do not discriminate on the grounds of race, gender or disability.

Exclusions are rare and based on the school Behaviour Policy with the right to appeal.

## **5. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

### **Employer duties**

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation.

## **6. Equality and the law**

There are a number of statutory duties that must be met by school.

### **a. Race equality**

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

### **b. Disability**

The Equality Act 2010 defined a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

### **c. Gender**

The Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

### **d. Sexual orientation**

The Equality Act made discrimination on the grounds of sexual orientation unlawful- for schools, this relates to admission and treatment of, and services to, pupils.

### **e. Age**

Birkett House is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

### **f. Community cohesion**

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

## **7. Consultation and involvement**

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, pupils, parents and carers. This has been achieved through:

Feedback from parent/carer questionnaires

Staff discussions

Feedback from School council, observations in PSHEC lessons

Issues raised at Annual Reviews & Parent consultations

Feedback from Governing Body meetings

## 8. Roles & Responsibilities

### Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability

### Headteacher and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the Equality plan
- The Headteacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

### Staff

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT

## 9. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can make many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as

“any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats

- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

## 10. Review of progress and impact

The plan has been agreed by the Governing body and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of pupils to track progress. As part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

## 11. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher Report to Governors
- Raise awareness of the plan through assemblies and staff meetings
- Make sure copies are available

### Birkett House School Equalities information

**The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:**

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups: race/disability/sex/gender reassignment/ age/pregnancy and maternity/ religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies & practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

Analysed our effectiveness in terms of equality

**GDPR**

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.



## Birkett House School Equalities Plan 2021-24

Strand	Action	How Will it be Monitored?	Who is Responsible?	When	Success Indicators
All	Publish & promote the Equality plan through website and upon request Staff to sign up annually	Website Audit	SLT		staff aware of policy parent/carers aware
All	Policies to be reviewed/updated 3 yearly	Practice matches policy	SLT/Govs	June 2021	Staff using principles
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends identified that require additional support	Annual data pack including vulnerable groups	SLT & Quality Committee	Annually	Identified trends reported and actioned
All	Further develop the curriculum to promote diversity	audit/subject monitoring pupil survey	SLT Monitored through Quality Committee	Annually	Audit shows positive role models from range of groups
All	Ensure wider comms and school displays promote diversity	learning walk Website / facebook audit	SLT / Teachers	Annually	Evidence of range of positive models
All	Celebrate broader cultural events throughout the year to increase pupil awareness either in school or online	History and RE Curriculum coverage. Reference to wider social events through social media etc	SLT / Teachers	Termly	Pupils show increased awareness of events outside of their immediate world
Race	Identify, respond to & report racist /bullying incidents	Appropriate recording & reporting and follow up actions	Governors	Promote tolerance daily	Head Teachers Report Returns to county made
Disability	To regularly monitor and evaluate the current practices to ensure promotion of realistic opportunities	Curriculum opportunity development	SLT / Teachers	Annually	Increase pupil understanding of one's place in the world.

This Single Equalities Policy and Plan will be updated annually and action taken reported to the Governing Body at least annually and will be an integral part of the Headteacher's report to the Governing Body.

The full policy and plan will be renewed and updated 2024

