

Jack Tizard School

Single Equality Policy



Approved by:	Full governing body	Date:	June 2018
Last reviewed on:	June 2018		
Next review due:	June 2019		
Review Frequency	Annual		

Legal Background

Jack Tizard School is committed to meeting its public sector duties. This applies to service delivery and employment as well as policy development and implementation.

Equality Act (2010)

This Act unifies, supersedes or updates much of the previous law relating to equality.

Schools are now required to ensure that pupils are protected from discrimination and harassment based on '**protected characteristics**' which are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action conditions. However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour.

The Act establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

- Setting of equality objectives based on local data;
- Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
- Greater transparency in allowing public access to data.

The 2010 Equality Act also enshrines existing duties already established in law as follows:

- Disability General Duty
- Gender General Duty
- Race General Duty
- Community Cohesion Duty
- Sexual Orientation

Our Single Equalities and Accessibility plan outlines the steps we will take to meet the general duties of the legislation.

Our Vision and Values

At Jack Tizard School we are committed to ensuring equality of education and opportunity for *all* pupils, staff, parents and carers receiving services from the school. We promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity, are able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community is integral to our ethos.

The progress and achievement of each individual pupil is carefully monitored to raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Equality in Policy and Practice

The school operates equality of opportunity in day to day practice in the following ways:

Teaching and learning

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

- Provide an accessible curriculum that is relevant to the needs of each individual pupil through a range of activities, technologies and opportunities which ensure that learning is fun
- Use a range of specialist techniques and teaching approaches to improve access, and to motivate and support the needs of each child
- Create a total communication environment that includes speech, signs, symbols, tactile and object clues
- Ensure pupils have the time needed to acquire, develop, practise and apply skills
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement and progress and take action to address any gaps
- Use materials and activities that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Ensure pastoral support takes into account religious and ethnic differences and the experiences and needs of particular groups of pupils, including refugees and asylum seekers
- Seek to involve all parents and carers in supporting their child's education

Challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to protected characteristics: **this includes:**

- Racist comments or name calling;
- Comments about appearance;
- Rejection by colour;
- Mocking language or accent;
- Denigrating religious observances or cultural traditions.

Admissions, Behaviour and Exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the school's Behaviour Policy. Strategies are always put in place to meet the needs of any child who may be at risk of exclusion. We monitor behaviour management plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are keen to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. The protected characteristics are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Consultation and engagement

Governors, staff, pupils and parents and carers contribute to the Equalities plan through:

- Feedback from the annual parent questionnaire, parent/teacher meetings
- School Self- Evaluation
- Input from staff surveys or through staff meetings / Professional Development Training

- Annual reviews
- Plans/Personalised Provision Maps,
- Feedback at Governing Body meetings.
- Sharing information through the website and newsletters

Roles and Responsibilities

The role of the Governing Body

The Governors are responsible for:

- Making sure the school complies with relevant legislation
- Ensuring the Equality Policy and its procedures remain appropriate and up-to-date
- Evaluating outcomes relating to equalities, drawing on monitoring information, reports, consultation findings and data provided by the head teacher and other staff
- Implementing the Equalities Plan through delegation to the head teacher and staff

The role of the Headteacher is to:

- Implement and promote the school's Equalities and Accessibility Plan, with the support of the Governing Body
- Ensure that all staff are aware of the Plan, and that guidelines are applied fairly
- Devise effective processes of development, consultation, review and revision of policies and procedures relating to equalities
- Ensure that the review of the plan, with information about how this has informed practice and planning for the future, is published
- Ensure that all appointments panels give due regard to the plan
- Treat all incidents of unfair treatment, bullying or discrimination of any kind with due seriousness

The role of all staff, teaching and non-teaching is to:

- Value all members of the school community and treat them fairly, equally and with respect
- Provide a learning environment that meets individual needs, incorporates the principles of equality and promotes diversity
- Help pupils develop a sense of personal and cultural identity
- Provide an inclusive curriculum, with materials and resources that challenge stereotypes
- Challenge any incidents of prejudice, racism or homophobia, and report them to the Headteacher

Tackling discrimination and reporting incidents

Harassment in relation to the protected characteristics is unacceptable and will not be tolerated within the school environment.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Exclusion from groups and games
- Use of derogatory names, insults and jokes
- Unwanted looks or comments
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

All staff are expected to:

- Deal with any discriminatory incidents that may occur
- Identify and challenge prejudice and stereotyping;
- Support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present and reported to the class teacher and Headteacher. Racist incidents will be reported to the governing body and local authority each term.

Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress annually and review the entire plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress, identify barriers to learning and take appropriate action to address concerns.

We collect and analyse the following equality information for our pupils/students:

- The performance of boys and girls against National comparatives for students with learning difficulties
- The progress of children from ethnic backgrounds
- The performance of children who are Looked After
- Constant monitoring of attendance
- Monitoring and moderation of Individual Education Plans and Targets set in the Annual Review

Cohorts are too small to be of statistical value; however, analysis of assessment trends indicates:

- No significant difference in achievement between boys and girls, although the cohort of girls is smaller
- That the strong focus on attendance has improved the attendance levels of particular pupils.
- There are no specific concerns over race, gender or Looked After Children and the progress they make compared to other groups of children.

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our objectives on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available

SIGNED:

DATE

Chair of Governors

SIGNED:

DATE

Headteacher

Appendix

Categories of Discrimination

The Equality Act 2010 states that there are seven categories of discrimination:

- **Direct discrimination:** treating a person less favourably than others in comparable circumstances because of a 'protected characteristic' such as sex, race or a disability is unlawful.
- **Associative discrimination:** direct discrimination against a person who associates with another person with a protected characteristic.
- **Indirect discrimination:** it is unlawful when a provision, criterion or practice is applied equally to all but has a different impact on a person with a protected characteristic. (n.b. indirect discrimination is only lawful if it can be justified for reasons unrelated to the characteristic in question).
- **Victimisation:** treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague, is unlawful.
- **Harassment:** unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.
- **Harassment by a third party:** harassment by people not employed by the school e.g. contractors.
- **Discrimination by perception:** discrimination against someone because others think they have a protected characteristic (even if they don't).

What is required by law in employing staff?

- According to law, schools must not discriminate in the employment of staff on grounds of gender, gender reassignment, race, disability, sexual orientation (including perceived orientation), religion or belief, age, marriage and civil partnership and pregnancy and maternity. Employers are no longer allowed to ask candidates about their sickness record in an interview unless they can prove that this is to check whether they can complete an essential task e.g. heavy lifting.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- The requirement to avoid discrimination relates to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

What is required by law in relation to pupils?

- Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. They must not discriminate against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates. Pupils or potential pupils must not be discriminated against on the grounds of the marital status or gender reassignment of parents, carers or other associates.
- This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.
- The school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Age discrimination legislation does not apply to the treatment of pupils or the delivery of education.