



Baines School

Nil Sine Labore

The Governors of Baines School
EQUALITY POLICY

Date approved: Approved by Governors November 2018

Date of review: September 2020

This policy does not form part of any employee's contract of employment and we may amend it from time to time.

EQUALITY POLICY

Introduction

Baines School is an inclusive community where we focus on the well-being, development and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Equality supports good education, improves student outcomes and raises standards.

Our approach to equality is based on the following 7 key principles:

1. All staff are of equal value, whether or not they are disabled, whatever their ethnicity, race, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, pregnancy or maternity, gender reassignment, and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, race, gender, religion, belief or faith, sexual orientation, age and all the protected characteristics under the Equality Act. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within Baines School and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as “protected characteristics”). This means that the school cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the education provisions related to students.

The Act requires all public organisations, including the Trust to comply with the Public Sector Equality Duty

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including academies to

Eliminate unlawful discrimination, harassment and victimisation and any other discriminatory conduct

Advance equality of opportunity between different groups

Foster good relations between different groups

In doing so, the school will aim to remove or minimise disadvantage, to take all steps that we can to meet people’s different needs, and to encourage participation, particularly among those who might not participate.

This policy describes how the school is meeting these statutory duties. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and visitors about our approach to promoting equality.

Appendix 1 shows the School’s Equality Objectives and Action Plan

Development of the policy

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

When it is reviewed, we will consult with a sample of students, staff and parents to inform the review process.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans, self-evaluation review, web site and newsletters as appropriate.

There are also links with the Behaviour, Admissions, SEN and Anti-bullying Policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to the school in its role as employer, and there are links to our Recruitment Policy, Whistle Blowing Policy, Health and Safety, E-Safety and Acceptable Use policies.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions

We are aware of the Reasonable Adjustment duty for disabled students and staff. We aim to enhance access and encourage participation to the level of non-disabled students and stop disabled students being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to recruitment, employment, promotion or training opportunities. We monitor recruitment and retention.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

We train our staff to help them understand their equality duties and the different needs of protected characteristic groups.

Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The School Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We challenge stereotypes and foster students' critical awareness and concept of fairness, enabling them to detect bias and challenge inequalities. We treat all bullying incidents seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at the school and how we dealt with them. We review this data termly and take action to prevent, reduce and eliminate incidents.

We seek to involve parents and carers in the education of the students.

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our transition programme and student admissions meetings.

We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
 - on the percentage of students identified as having a special educational need and/or disability and by their principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- Disadvantaged & non Disadvantaged
Vulnerable groups such as looked after children.

We also collect, analyse and use data in relation to attendance and exclusions of different groups

We are aware that the legislation relates not only to current but also to students applying for admission.

We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners.

We use a range of targeted teaching strategies that ensures we meet the needs of all students.

We provide targeted support to students at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds - girls and boys

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where possible.

We are also implementing an Accessibility Plan designed to increase the extent to which students with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled students.

We monitor recruitment and retention of staff to try to ensure a diverse workforce. We invest in continuing professional development opportunities for all staff.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We teach about difference and diversity and the impact of stereotyping,

prejudice and discrimination through PSHE and citizenship (taught in life skills lessons) and across the curriculum.

We use materials and resources that reflect the diversity of the academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for students to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg World Book Day, World Food.

We include Equalities matters in our newsletters to parents and carers.

Other ways we address equality issues

We maintain records of all training relating to equality.

Our monitoring records include evaluations of aspects of equality.

We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of the Trust policies in relation to equality and their impact on the progress, safety and well-being of our students and staff.

The equality implications of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equality meets the needs of the whole school community we:

review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or Trust parent-consultation meeting

secure and analyse responses from staff surveys, staff meetings and training events

review feedback and responses from the students and groups of students, from the school council, PSHE lessons, surveys;

analyse issues raised in Annual Reviews or reviews of progress on Individual Education

Plans/Personalised Action Plans, mentoring and support; ensure that we secure responses and feedback at Governing Body meetings.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent the school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duty by the extent to which we achieve improved outcomes for the different groups. We produce equality data analysis which inform our discussions about the Equality Objectives we set.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development/improvement plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers. We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

We must publish information (anonymised) in relation to the school community and by protected characteristic.

Roles and Responsibilities

We expect all staff and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the school has a watching brief regarding the implementation of this policy.

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will: promote an inclusive and collaborative ethos in their classroom challenge prejudice and discrimination deal fairly and professionally with any prejudice-related incidents that may occur

plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability maintain the highest expectations of achievement for all students

support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
keep up-to-date with equalities legislation relevant to their work and attend training support this policy.

We will provide guidance on equality for all staff new to the school as part of the induction procedure.

Visitors

All visitors to Baines School, including parents and carers are expected to support our commitment to equality and comply with the duties set out in this policy.

Key contacts

Staff responsible for equalities:

Senior Management – Carol Robinson

Lead governor – Bob Fletcher

Safeguarding Governor – Linda Hastings

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to 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.

We are also concerned to ensure wherever possible that the diversity of the staffing of the school reflects the diversity of our community.

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 and comply where reasonably practicable 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.

Monitoring and reviewing the policy

We review the information about equality in the policy annually and make adjustments as appropriate. Our review involves students, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

on the school website

as paper copies on request from the school

We ensure that the whole school community knows about the policy, objectives and this could be through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX ONE

EQUALITY ACTION PLAN (including accessibility plan)

Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible?	Time Frames	Progress commentary
Eliminate discrimination, harassment and victimisation	All policies to be compliant with single equalities requirements	Ensure that policies are compliant with single equality requirements as they are reviewed	All policies compliant	Ach CRo	2017-2020	
Eliminate discrimination, harassment and victimisation	Consider how data can be used effectively to ensure that pupils, staff and parents who may have issues with equality are not disadvantaged	Collect data on participation in all areas Monitor data and intervene early if discrimination or disadvantage is identified.	Participation of all groups matches demographic of school population	CRo	Ongoing	

Eliminate discrimination, harassment and victimisation	To reduce the incidence in the use of homophobic language by students in school	Awareness campaign to include assemblies and posters up in school	Reduction in incidence of name calling and use of homophobic language in behaviour incident logs	MMg IPa All staff	September 2017 and ongoing	
Eliminate discrimination, harassment	To foster positive relations and cultural understanding between	Baines values to shine through all that we do. Explicit teaching	Student voice questionnaires Reduction of	ACh MMg / CRo All staff	Development of Baines values in 2017/18 and ongoing	

and victimisation	different communities in our school	through whole year and class assemblies to encourage a cohesive and tolerant community where all are valued	behaviour incidents			

Advance equality of opportunity between different groups	To reduce the achievement gap between PP and Non PP	Designated person to lead on PP agenda Staff awareness of top school priorities Effective tracking and early intervention where underachievement is identified.	Effective tracking of achievement data to show narrowing of achievement gap	MHa All staff	On going	
	Take steps to meet all individuals' needs especially those with a protected characteristic	Staff awareness training Apply 'more favourable' treatment to PP students as part of Baines school improvement priorities	Attainment gap narrowing	MHa ACh All staff	On going	
		Staff and pupil welfare given a high priority throughout school				

	Encourage participation by all groups including disabled staff, pupils and parents in school life, including extra-curricular activities and educational visits	Extra-curricular activities registers kept to allow for audit of participation Students, staff and parents with a protected characteristic are encouraged towards greater participation	Greater participation in school activities by students, staff and parents by those with a protected characteristic	MMg ACh All staff	September 2017 ongoing and to be reviewed annually	
Accessibility – premises	Maximise access to the school environment with low cost, reasonable adaptations	Maintain upkeep of pathways	Students with mobility difficulties report ease of access	CRo GNe EEy		
Accessibility - Curriculum	Raised awareness of the individual and curriculum needs of students with a protected characteristic	Produce and share information in learning support information	Staff voice indicating greater knowledge Fewer	MMg GNe All staff	Ongoing	

			behaviour issues			
	<p>and more specifically those with:</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Language and communication disorders • Severe learning difficulties • Physical disability • Visual impairment • Hearing impairment 	<p>booklets for all staff to access SEN info booklets link on staff desktop</p> <p>Programme of voluntary INSET to raise awareness of classroom management strategies in relation to students with SEN</p>	<p>incidents with ASD students as staff gain knowledge and skills</p>	GNe		
	<p>Curriculum sought for individuals for whom the full range of standard school curriculum is not appropriate</p>	<p>Regular assessment and consideration of students' needs to ensure an appropriate</p>	<p>Students achieving relative to their starting points and ability</p>	GNe HHa MMg ACh	Ongoing	

		curriculum provided	is				
--	--	------------------------	----	--	--	--	--