

ST BARTHOLOMEW'S SCHOOL
EQUALITY POLICY

In conjunction with the Equality Information and Objectives Document

Reviewed by Learning and Achievement Committee, Summer 2017

Approved by the Full Governing Body, Summer 2017

To be reviewed annually

This policy applies to all members of the school, visitors, and to any other person who may come into contact with the school.

The school recognises its responsibilities towards the protected characteristics as noted in the Equality Act 2010.

Protected characteristics are:

age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, religion or belief, their sexual identity and orientation.

The school works to implement the three aims of the Equality Act 2010, by having due regard to three aims:

AIMS

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

These aims underpin the decisions made by the school with regard to the whole school community, including its duties as an employer, how policy is developed, evaluated and reviewed, how we design, deliver and evaluate services, and how we commission and procure from others.

The school seeks to remove or minimise disadvantages suffered by people due to their protected characteristics;

- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

The school will seek to make reasonable adjustments in order to support equal opportunities, recognising that fair treatment is not the same as treating everyone in the same way.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

We understand the term discrimination to be when one person treats another less favourably and recognise the seven types of discrimination noted in The Equality Act 2010

Direct discrimination - where someone is treated less favourably than another person because of

a protected characteristic.

Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.

Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.

Indirect discrimination - this can occur when a rule or policy that applies to everyone, disadvantages a person with a particular protected characteristic.

Harassment - this is behaviour that is deemed offensive by the recipient.

Harassment by a third party – this is harassment towards a member of the school by people they don't themselves employ, i.e. a contractor.

Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

- St. Bartholomew's School believes that equality is essential for effective education to take place.
- It is committed to ensuring that equal opportunities principles guide the work of the school and the behaviour of members within it.
- It recognises and appreciates the efforts of staff, students and parents in making the school an environment where this is happening.

Principles of Equality

Equality exists where:

- there is opportunity for each individual to develop his or her abilities fully;
- individual needs are focused on and individual differences valued;
- positive role models are provided that encourage each individual's full development;
- there is a calm and friendly atmosphere which encourages and promotes high personal standards;
- there is a healthy, safe and secure environment;
- individuals are not held back by discrimination, ridicule, put-downs, sarcasm, bullying, harassment or
- offensive behaviour, whether intentional or unintentional;
- all may make a contribution to the welfare of the school community;
- concerns about injustices are facilitated, not stifled; investigated and remedied, not obstructed.
- This policy will be monitored through incident records, supported by detailing incidents and action taken.

These principles apply to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of whether or not they share a protected characteristic.

All people treat one another with respect.

Overall responsibility for monitoring the equality policy within the school rests with the designated member of the leadership team reporting to the governing body. This is the Deputy

Headteacher: Student Progress & Inclusion, Mrs M Sims.

STUDENTS

The Policy from a student's perspective:

- Everyone should be treated fairly
- Everyone should feel safe at school
- Everyone should be valued and respected
- Everyone's concerns should be listened to
- Everyone should have the opportunity to learn
- All students must adhere to the school policy within the school premises, when representing the school at off-site events and when travelling to and from school.
- Students must treat all staff, adults and other students fairly, equally and with dignity and respect.
- No member of staff, student or adult should be discriminated against.
- Incidents of prejudice or discrimination must be reported to a teacher immediately.

STAFF

Staff should aim to:

- show respect to all members of the school, local and international communities;
- make a balanced use of time with regard to individual students in each class;
- monitor assessment and classroom performance with regard to equal opportunities; ensuring that all those
- students including those who possess a protected characteristic, are making an appropriate rate of progress commensurate with their abilities.
- through example, promote the principles of the Equality policy.

Management of The Curriculum

1. Departmental Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully within an individual subject area:

- the curriculum, its assessment and styles of teaching in its delivery, will be planned with an awareness of the
- needs of individuals across the range of aptitudes, cultures and backgrounds;
- as far as possible, the curriculum will be balanced, objective, free from bias and sensitive to the need to support a diverse and tolerant community;
- the content, where appropriate, will present positive images age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation, and it will aim to counter stereotyping particularly where there are displays;
- departments' policy for setting, or for student grouping within sets, will aim to enable children to work to the best of their abilities;
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this Equality policy;
- departments will support tutors in making every effort to ensure that children who suffer from ill health, which leads to regular or lengthy absences from school, do not fall behind in their studies;
- departments will also support tutors in making every effort to ensure that students who join the school in the middle of a year or course are given the opportunity to catch up with work not covered;

2. Whole School Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully in the school as a whole:

- within the constraints of the timetable and staffing, students will have access to a broad and balanced curriculum, and to courses taught at an appropriate level for their aptitudes and experience;
- the criteria for managing over-subscribed option choices will be clear, consistent, and in accordance with the principles of this Equality policy;
- the school will ensure that students' special educational needs are recognised and supported in accordance with its 'Special Educational Needs' policy;
- the careers service will lead staff in giving appropriate advice and encouragement with regard to options choices, to work experience and to academic and vocational choices at all transition points, including after the compulsory school leaving age.
- It will ensure that these choices are not hindered by gender, disability or cultural stereotyping;
- the school will make every effort to ensure that each student has the opportunity and is encouraged to enter for public examinations;
- the school will seek to recognise successful learning and development, and to celebrate achievement across as broad a range of student activity as possible;
- the school will aim to ensure that teaching is by an appropriately qualified member of staff;
- the school will aim to ensure that the delivery of the curriculum takes place in the appropriate rooms with the necessary equipment. Within the constraints of Health and Safety, all equipment is available to students of all abilities;
- a series of assemblies will be undertaken by a designated person, who will speak to each year group to highlight the Equality Policy at a level appropriate to the age of the students.

The Pastoral System

Promoting equal opportunities is a major aim of the pastoral system of the school. This includes the following:

- the formation of positive relationships regardless of individuals' personal situations;
- addressing issues of *age*, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation within the programmes of pastoral education, including the Personal Development Programme;
- school procedures and policies for dealing with misbehaviour and bullying;
- equal opportunities to participate in trips or other extra-curricular activities;
- positive attempts to assist disadvantaged students, for example by offering financial support for school trips;
- communication with parents regarding equal opportunities issues that affect the education and welfare of their children.

Pupil Admissions

The school seeks to ensure that students seeking admission will not be barred on the grounds of age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation, or for any other reason that cannot be justified.

Within the school environment, we aim to ensure that students with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment.

In accordance with legal requirements, the ethnic make-up of the school population is monitored on student admission records and staff applications for a post. The school respects the right of the individual to refuse this information and will ascribe the ethnicity of "White British WBRI" where

no information is given.

A notice to inform parents and students of this action will be placed in 'Bartholonews'. A deadline will be given for parents/students to notify the Clerk to the Governors of any preferred change.

Staff Awareness and Conduct

All staff are responsible for ensuring equality and equal opportunities, and should be aware of:

- the fact that they are role models to students;
- their own beliefs and behaviour, and the messages these may send to students, parents and colleagues;
- the results of their words and actions, whether intentional or unintentional;
- individual students' needs, both physical and emotional;
- the School's Equality Policy, including the Equality Duty and objectives within this.
- any stereotypes that may be portrayed in resources and curriculum plans;

Staff recruitment follows the guidelines set down below. The school actively seeks to promote the career development of all, regardless of age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation.

Employment Guidelines

Recruitment

- all vacancies shall be advertised externally; unless the post is subject to the Staff Reduction Policy.
- the advertisements shall be supported by a detailed job description;
- the wording of all advertisements for staff shall be carefully checked by more than one person to avoid inadvertent discrimination or stereotyping;
- a standard application form shall be used and shall avoid questions of nationality, place of birth, marital status, dependants, ethnic origin and religion;
- the job description and person specification shall be used to provide a checklist to select the short or long list for interview;
- interviews shall be carried out by more than one person. Governors are involved in the appointment of Headteacher and Deputy Headteacher;
- interview questions shall be based on the job description and person specification;
- all interviewers shall have access to interview technique training which includes equality awareness;
- reasons for selection and rejection shall be recorded at each stage of the selection process and these records kept for three years, to allow monitoring.

Promotion

All staff shall be given equal opportunity to apply for promotion as vacancies occur. Policies and guidelines for recruitment apply equally to internal applicants.

Staff Development

Opportunities for training and development shall be shared equally amongst all staff.

Training in procedures to deal with/follow up on an ethnic/equal opportunities' incident will be given to all staff, and updated regularly as staff change.

Complaints and Concerns

- Any incident, including that which is understood to be of a racial nature and causes upset to

the victim related to their culture, will be acted upon in a way appropriate to the seriousness of the incident. The investigating member of staff must keep Senior House staff and the Deputy Headteacher: Student Progress & Inclusion fully informed.

- The Deputy Headteacher: Student Progress & Inclusion will take responsibility for the monitoring and outcomes of incidents. This information will also be reported to the Learning & Achievement Committee of the Governing Body.
- The Equality Information and Objectives document will be maintained and used to monitor the school climate in relation to this policy.
- Parents who have concerns about equality, equal opportunities, and issues that affect the education and welfare of their children are encouraged to contact the school;
- Students who have concerns about equality and equal opportunities, are encouraged to talk to a member of staff. They will be given the opportunity to express concerns through their tutor, House Head, or through House and Year Councils
- Staff concerns may be pursued through line management and / or via the appropriate staff committee.
- Serious concerns regarding the application of the Equality Policy should be referred to the member of staff responsible for the policy, named at the head of this document.

Chair

Date