

# **Handsworth Grange Community Sports College**

## ***Single Equality Scheme Policy***



**Current Policy as of:** September 2018

**LT Responsibility:** Adam Anderson

**Governor Committee:** Strategic

An equal society protects and promotes equal real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish.... It recognises our different needs, situations and goals and removes the barriers that limit what people can do and can be.

'The Minerva Learning Trust values its Pupils, Staff and Communities.

It recognises diversity, promotes inclusion and celebrates achievement'

## **1. Introduction:**

*The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.*

*Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.*

This Single Equality Scheme has been developed to meet the duties and expectations under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010
- Education and Inspections Act (EIA) 2006 and the associated community cohesion duty which came into force in England in September 2007.

This Single Equality Scheme represents our commitment to transforming the learning opportunities for all. We want to aim to ensure that our practice and policies are fully inclusive of the 9 Protected Characteristics as defined by the 2010 Equality Act: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity (See Appendix 1). We will strive to identify and eliminate discrimination, promote equality and embrace diversity in all its aspects. We can only realise our full potential as a learning environment if we remove barriers, eliminate discrimination, address disadvantage and raise the aspirations of both present and future learners. By incorporating our individual scheme for race, disability and gender equality into one overarching scheme we are intending to create a coherent framework for promoting equality and diversity within our school.

We are also challenging ourselves to lead by example. We will demonstrate best practice as an employer, with a diverse workforce in which everyone has an equal chance of developing and progressing and enjoys equal treatment and fair pay and conditions. Harnessing the talents of all employees will in turn equip us to work with learners, employers, providers and other stakeholders to promote equality and diversity.

Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm; and every child should have the chance to make the most of their talents and fulfil their potential.

Our Single Equality Scheme shows how our policies and procedures tackle discrimination and ensures that children, young people and families needing extra support do get it.

We want to ensure that children and young people stay healthy and safe; secure an excellent education and reach the highest possible standards of achievement; enjoy their childhood; make a positive contribution to society and the economy; and have lives full of opportunity, free from the effects of poverty and disadvantage.

Our intention is to move from a focus on an individual response to a coherent and integrated approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school.

This scheme will be monitored and delivered through the governors' role, School Development Planning and Self Evaluation processes.

## **2. Aims**

- 2.1** To establish an integrated and coherent framework of policies and procedures that meets the needs of all the different individuals and groups of learners within the school – pupils and adults.
- 2.2** To support the principles, intent and spirit underpinning the legislation and legal requirements within the school and the wider community.
- 2.3** To systematically and regularly review policies, procedures and practices at every level to address any institutional discrimination relating to the 9 protected characteristics.
- 2.4** To ensure that all our policies, procedures and practices are fully inclusive.
- 2.5** To actively participate in meeting the duty of community cohesion through making links and developing partnerships within and across our community, promoting understanding, tolerance and respect.
- 2.6** To celebrate and develop an informed understanding of, and positive attitudes towards, diversity and of the contribution that different groups and individuals can and do make to its evolution but to also model, encourage and promote the shared values that underpin our society.
- 2.7** To ensure that every person or group, irrespective of race, disability, gender, religion and belief or sexual orientation, is free from any actual or potential discrimination, harassment and victimisation and to challenge and remove barriers that can or do undermine equality of opportunity. To ensure that every individual or group:
  - a)** Is able to achieve high standards and that strategies are in place to tackle under-achievement.
  - b)** Has access to the necessary support required providing them with the opportunity to achieve their highest potential.
  - c)** Is treated fairly, effectively and equitably through the school's disciplinary and behaviour management processes.

## **3. Our Strategic Priorities**

The duties to promote race, disability and gender equality, alongside community cohesion, supports the school's strategic priorities through a commitment to:

Address any physical access issues for pupils, parents, staff and the wider community

- Address any issues of attendance
- Address any issues of underachievement
- Address any issues of exclusion
- Address issues of stereotyping in careers advice and avoiding 'occupational segregation'
- Address any issues of bullying and attitudes to violence
- Address workforce based equality issues
- Address equality in school governance

#### 4. General Duties

##### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

##### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

##### **Race general duty** – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

##### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

From our perspective, 'community' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- i) Teaching, learning and the curriculum:** using the curriculum to value diversity building on the pupils' understanding of the diversity that surrounds them, helping them value differences and challenge prejudice and stereotyping, whilst also promoting shared values.
- ii) Equity and excellence:** ensuring equity and high standards for all, developing and utilising strategies for identifying and tackling underperformance of any individual and any particular group.
- iii) Engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners, in developing extended services.

We will demonstrate how we will meet the duty to promote community cohesion through the duty to promote race equality, disability equality and gender equality as the key issues are closely inter linked, through:

- Developing a curriculum and school ethos that values diversity and shared values
- Addressing any issues of attendance by any particular group
- Addressing any issues of underachievement by any particular group
- Addressing any issues of exclusion by any particular group
- Addressing any issues of bullying and attitudes to violence
- Addressing any physical access issues for pupils, parents, staff and the wider community
- Having, where possible, a workforce that reflects the school community
- Engaging with the community through extended services
- Engaging with our partner Primary Schools through our Family of Schools
- Engaging with the parents of children in Partner Primary Schools

Approaches currently used:

- Providing opportunities across the curriculum to promote shared values which help students to value differences and challenge prejudice, discrimination and stereotyping.
- Developing a programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through fieldwork and visits e.g. to places of worship, meetings with members of different communities.
- Providing support for pupils for whom English is an additional language to remove barriers to learning and enabling them to be fully integrated and achieve the highest possible grade in English e.g. SEND support, paired reading schemes.
- Maintaining and supporting an EAL Community Support staff to provide a link with our principal ethnic minority groups and supporting the work and behaviour of pupils in school.
- Employing Primary School-trained staff who have an expertise in developing basic literacy and numeracy skills. These are key members of the school's Closing the Gap Team.
- Using the Pupil Premium funding to support the needs of our most vulnerable young people.
- Developing assemblies which involve members of the local and wider community which promotes the engagement of learners, a shared understanding which is, underpinned by and contributes towards, the school's values and ethos
- Encouraging learners to value diversity and develop a better understanding of UK society, for example, by challenging assumptions and creating an open climate to address sensitive and controversial issues.
- Closely monitoring all pupils to identify attendance issues. Parents are contacted by text, phone or email within 90 minutes if their child is absent without prior explanation from home. Various strategies are used to address attendance issues e.g. parent meetings, involvement of other agencies as and when required, rewarding and praising good attendance.
- Maintaining and developing policies, procedures and roles to record, prevent or deal with any bullying issues e.g. an anti-bullying policy, a bully line email service, peer mentors, Learning Mentors.
- Using pupil data achievement and attainment collections to identify both individual and group performance. There are a variety of intervention strategies and activities which are implemented if a pattern or need emerges e.g. Raising Achievement Panels, Parent consultations, extra tuition, Mentor support programmes, presentations and awards to celebrate success.

## **5. How we will meet the General Duty & Specific Duty**

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet the general and specific duties.

## **6. Roles, Responsibilities and Accountability**

All staff and Governors at the school are responsible for the implementation of the Scheme.

### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies ensuring the school complies with the relevant equality legislation
- Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

### **The Head Teacher and delegated members of the Leadership Team and Senior Staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders e.g. the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Produce regular information for staff and governors about the plans and how they are working
- Ensure that all staff know their responsibilities and receive training and support in carrying these out
- Oversee or lead the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils and facilitate the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Take action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- Ensure that the school carries out its statutory duties effectively

### **Line Managers will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All **staff** will:

- Implement the policy as it applies to themselves, other staff, pupils, other stakeholders, visitors or those on site for other reasons
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to racist, homophobic and other hate-incidents through implementing school procedures and expectations e.g. providing appropriate challenge, support and through consistent use of school procedures for recording and monitoring.
- Take up training and learning opportunities
- Maintain awareness of the school's current equality policy and procedures
- Keep up to date with the law on discrimination
- Be able to recognise and tackle bias and stereotyping
- Promote equal opportunities and good race relations
- Avoid discrimination against anyone for reasons of ethnicity, disability or gender
- Contribute to consultations and reviews of all aspects of the SES
- Raise issues with line managers which could contribute to policy review and development
- Ensure that visitors - especially those for whom they have responsibility for being on site such as community users, contractors, Trainees, Supply staff etc - are aware of our expectations. That they take reasonable steps to monitor the behaviour of such visitors and take any necessary action if school policies, procedures or expectations are breached.

## **7. Involvement**

In developing our evolving Scheme and Action Plans, we intend to provide opportunities for all stakeholders to be involved, for example pupils, parents and carers, staff and trade unions as follows:

- The views of pupils through pupil councils.
- The views of staff through department and staff meetings
- Parents and carers views e.g. through surveys, the Parents Focus Group
- The views of stakeholders, for example Local Authority employees

## **8. Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of either pupils or our staff.

Our Anti -Bullying Policy for Pupils states that every member of the school community has a responsibility to keep themselves and each other safe and free from all kinds of anti-social behaviour and bullying, and that anti-social behaviour and bullying is not acceptable or accepted by anyone, at anytime, for any reason.

The underpinning principles behind our Anti-bullying policy are:

- A belief that all students should be included fully in the life of the school.
- To provide a learning environment free from any threat so it is conducive to the achievement of individual aspirations.
- To reduce and eradicate instances in which students are made to feel frightened, excluded or unhappy.
- To reduce and eradicate instances in which students are subject to any form of bullying.
- To raise the profile of bullying as an issue and to provide guidance on strategies that will help to eradicate bullying and on how to respond to bullying incidents.

- To acknowledge that both the victim and the perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – pupils, staff, governors, parents or carers – and to explain how we can meet our responsibilities.
- To ensure that all pupils and staff are made aware of this policy and that they fulfil their obligations to it.
- To ensure that all bullying incidents are recorded and reported to governors and the Local Authority.
- HGCSG is committed to creating an environment where all employees and groups of employees treat each other with dignity and respect
- HGCSG will not tolerate harassment, discrimination, victimisation or any unacceptable conduct towards an individual or group which is related to race, gender, ethnic origin, sexuality, age, religion or disability whether a single incident or persistent acts
- HGCSG will not tolerate bullying behaviours in the workplace

## Principles

- Every person employed in the school has an equal responsibility to treat each other and members of the community we serve with dignity and respect and to uphold the policy and abide by the Code of Practice
- Every person employed in the school who has a managerial and/or supervisory responsibility has a duty to implement and enforce this policy and Code of Practice in a fair and equitable way and to ensure that all employees for whom they are responsible understand and follow it
- The Headteacher is responsible for ensuring that all persons employed in the school are aware that a breach of this policy could render them liable to formal disciplinary warnings or dismissal under the school's disciplinary procedure. HDVB will not be tolerated and should be considered as an addendum to the Code of Conduct adopted by the school
- Complaints of HDVB will be taken seriously and, as far as is possible, will be managed speedily and confidentially.
- Every effort will be made to resolve complaints of HDVB informally but where informal resolution is not acceptable a possible formal investigation will commence

## **9 IMPACT ASSESSMENT**

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently. Our approach to equality impact assessment is listed in our action plans.

## **10 Training and Information.**

The following provides examples of how and/or what we do to provide training and information addressing equality issues:

- Training on homophobic and cyber bullying
- Teaching and learning materials and sessions to promote knowledge, understanding and best practice of pedagogical strategies e.g. taking account of differing learning styles, differentiation.

- Regular pastoral and SEN updates and meetings to inform staff of issues and developments relating to pupil behaviour and performance.
- Department and Team representatives for SEN, G&T and Aim Higher who cascade learning to the rest of their respective colleagues.
- Maintaining a Social Inclusion Team, including colleagues from outside agencies, that discusses behaviour, attendance and learning issues and develops strategies for addressing underachievement.
- Specialist TA/EAL/Community staff who link with the school's ethnic minorities and their communities
- Internet Safety advice for parents, staff and pupils
- Triennial Child protection training for all staff and training for all new staff within 2 weeks of taking up their role at HGCS.
- Specialist training for 'front line' staff who regularly work with challenging, disadvantaged or disabled children e.g. Learning Mentors, Teaching Assistants, pastoral support staff.
- Training for all staff in best practice personnel procedures e.g. performance management.
- Training for all staff involved in teaching and learning in the use of achievement data to identify and inform the provision of appropriate support and challenge for all groups and individuals.

## **11 Information Gathering**

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- The profile of our workforce.
- Attainment levels.
- Exclusions
- Reports of harassment and bullying of pupils and staff
- Racial incidents
- The composition of our Governing Body.

## **12 Procurement and Contractors**

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices. For example, we will ask questions such as:

- What is the workforce composition?
- Is equality training available to contracted staff?
- Are contractors aware of equality issues, including harassment and bullying
- Do contractors make a commitment to abide by and uphold our commitment to equality

## **13 Visitors to the School**

We will take steps to ensure that visitors to our school, including parents, are adhering to our commitment to equality by advertising our Equality Statement below:

We are pledged to the HGCS Single Equality Policy and in its spirit we will:

- Challenge discrimination and inequality through our commitment to be an example of excellent practice and expecting the same of others;
- Challenge any harassment of staff, students, parents or members of the community
- Ensure that we meet our legal responsibilities not to discriminate on the grounds of age, race, religion, disability, sexual orientation or gender;
- Use our legal duties & powers to promote equality and we will seek to ensure fairness and equality for all in the way we provide services and employ people;
- Use the strength of our partnerships with other organisations to confront discrimination and promote equality and inclusion;
- Challenge any discriminatory behaviour.

## **14 Publishing the Scheme**

Our Scheme will be published and made available, along with all other policies, for reading in school. It will also be on the appropriate section of the school website and will be offered in alternative formats as required. We are committed to sharing information about our equality scheme as broadly as appropriate e.g. in hard and digital copy or in alternative formats as required, on the school website along with all other school policies etc. We will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

## **15 Annual reporting**

We will annually publish a report that will be available to all interested stakeholders. Initially this report will be taken to Governors meetings. It will therefore be reported in the Governors minutes which will be available on the website. Governors' minutes can also be requested by the public. The report will include:

- progress against relevant action plans
- the results of information-gathering
- what has been done with the information gathered

## **16 Reviewing and Revising the Equality Scheme**

The SES will be aligned with the SDP. Progress against the SES requirements and its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. This regular impact assessment, monitoring and review will inform the full revision and update of the whole equality scheme every three years or in line with new legislative developments arising from a Single Equality Act.

Termly progress reports will be prepared for the Governing Body which will form the basis of the Annual Review Report for Governors, staff and parents. It will also be made available on the school's website.

### **17.1 Evaluating Impact**

We will use impact assessment to examine our policies, practices and procedures from classroom to whole school to ensure there is no potential for discrimination against a particular group and ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

## 17.2 When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

## 17.3 Mapping policies and practices

Some policies and practices have a greater impact on equality than others. The school will be conduct a mapping exercise of all policies and practices to determine their relevance to the 9 protected characteristics.

Initially, policies and practices relating to the following areas will be considered:

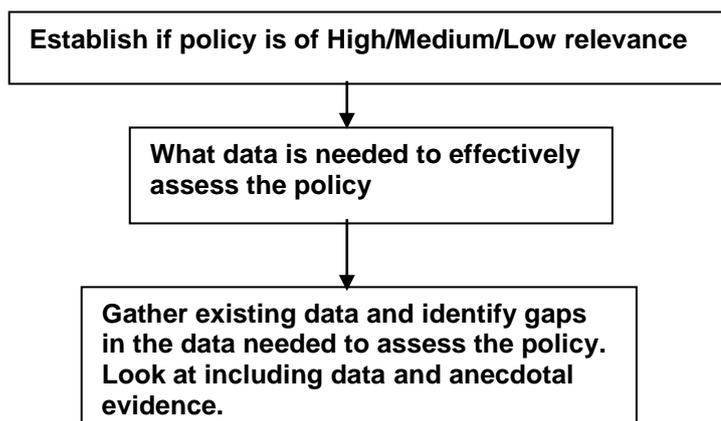
- Access
- Teaching
- Curriculum
- Staff including recruitment, induction, training, performance management
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance

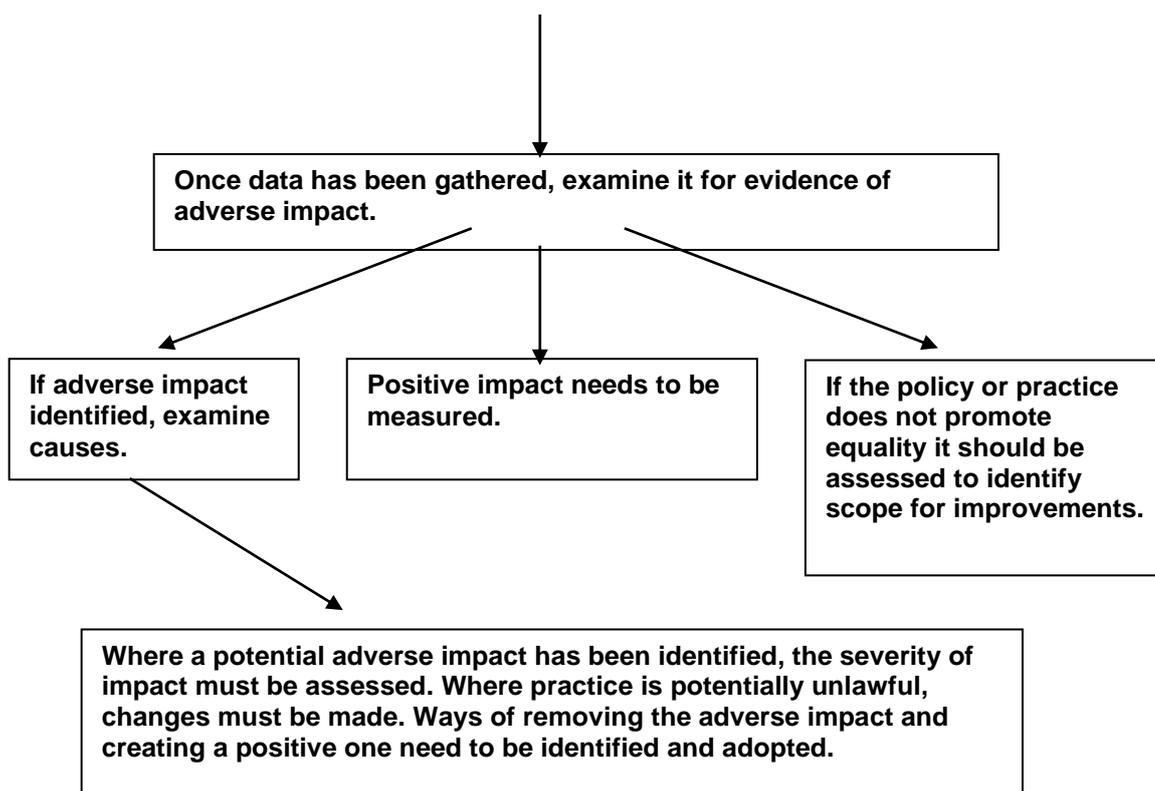
For each policy or practice, the following information will be gathered:

1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that the policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder equality issues related to the 9 protected characteristics?

Policies and practices will be assessed for their actual or potential positive, negative or neutral impact on the 9 protected characteristics. Appropriate action will be taken to address any concerns and/or to enhance the policy or practice to more effectively promote and/or ensure equality.

## 17.4 Impact Assessment Flowchart





## 17.5 Publication of findings

The findings of the Equality Impact Assessment through will be available within school and on the school website.

### Appendices:

#### 1) The 9 Protected Characteristics

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender
- Sexual Orientation

#### 2) Equality Impact Audit



**Approved by**

**Governor:** ..... **Date:** .....

**Signature:** .....