



Equality in School: Policy & Procedure

FGB-All-023 [Equality Policy]

Legislative Context

[The Equality Act \(2010\)](#) consolidated the complicated and numerous Acts and Regulations, which formed the basis of [anti-discrimination law](#) in Great Britain. These related to [Equal Pay](#), [Sex Discrimination](#), [Race](#) and [Disability](#). This new Equality Act now also includes the three major statutory instruments protecting discrimination in employment on grounds of [Religion or Belief](#), [Sexual Orientation](#) and [Age](#). The Act also now includes & encompasses three new areas defined as *Marriage & Civil Partnership*, *Pregnancy & Maternity* and *Sexual Orientation*. For all related details see footnote 1. ^[1]

Social Context & Status:

We, at Thomas Aveling, understand that despite many years of individual legal rights to equality there is still widespread discrimination and persistent inequality. Many individuals suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome. This policy, therefore, supersedes and replaces all anti-discrimination policies referring to gender, race, disability, employment and equal opportunities, previously in place, and was formally adopted by the Governing Body of the School after statutory changes to the Public Sector Equality Duty coming into force for schools in 2011. It shall be reviewed bi-annually or on demand, when legislation changes. It therefore accords with national legislation, at the time of adoption.

Categories designated for possible discrimination:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

The General Duty

In accordance with the School's vision and values, we welcome the statutory PSED [*Public Sector Equality Duty*], and in compliance with this Duty, the School has due regard for the need to, and works to:

- Eliminate unlawful discrimination ^[2], including sexual/gender discrimination ^[3]
- Eliminate any bullying or harassment as a direct, or indirect, consequence of any form of discrimination
- Promote equality in all aspects of the School environment



The Thomas Aveling School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective Equality Policy. Hence the School will:-

- Promote the concept of equality throughout the School, both for those adults within the community of the school and for all students;
- Seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- Promote good relations between members of different backgrounds on all bases
- Enable students to take responsibility for their behaviour and relationships with others.
- Expect all governors, staff, students, parents, service providers, and visitors, etc., to strictly adhere to the School's policy of non-discrimination and Equality for all.

We understand that in some circumstances it may be appropriate to treat individuals differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of a person we will seek specialist advice.

The Specific Duties

We welcome the responsibility to think and act more strategically about equality. To meet the specific duties, and guided by the PSED, we have prepared, published, implemented, and will maintain, an Equality Action Plan (Appendix A) which contains our current objectives. This is attached to, and forms an essential part of, this policy.

We are working to develop our understanding of the major equality issues in our School's functions and services. In order to do this we will:

- Collect and analyse school data and other equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on equality
- Ensure governors, staff, pupils, parents/carers and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality
- Assess and address the causes of any equality pay gap
- Publish and implement the Action Plan with our proposed objectives and actions
- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every two years, or on demand, as required.

Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the School's Equality Policy and Action Plan. In addition:

The School Governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews the Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

The Headteacher works with the SLT to ensure that –

- the Policy and Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality in all aspects of the School environment
- all staff, pupils and their parents are consulted regarding, and are aware of, the School's responsibilities to meet the Equality Duty
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality in all its designations as per the Equality Act 2010
- incidents of discriminatory bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, service providers, or those who use the premises, are made aware of the Equality policy and action plan

All staff have a responsibility to deal with incidents of discriminatory harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality in all aspects of school life.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors, or service providers**, to the school.

These and other responsibilities are outlined in detail in our Equality Action Plan which is attached to, and forms part of, this policy.

We believe that having this Equality Policy and Action Plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that all people can suffer from some form of stereotyping and that sometimes the same policies and practices can impact differently on different individuals. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that all individuals can experience different forms of discrimination according to the nine categories of discrimination defined in the new Equality Act 2010 and we will take all of these into consideration.

Single Sex Provision

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women); needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

Breaches of the Equality Policy

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

Consultation; publishing; staff, pupils and parent development

This policy has been drawn up in consultation with governors, staff, pupils, parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality within the School environment.

Copies of this policy are available in the office/public entrance areas of the school, on our website, in staff/department policy folders.....

A summary is printed occasionally in our newsletter, and is available in the home languages of our major ethnic groups.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful discrimination and harassment, and of the need to eliminate this and to promote full equality within the School environment.

Legal Requirement:

This Equality Policy as defined herein is in accordance with, and conforms to, the requirements laid out in the Equality Act 2010 and the Public Sector Equality Duty incumbent on schools in the UK. It will be reviewed annually, or as statute demands.

Signed:

(Chair of Governors)

(Headteacher)

December 2011

First report to staff, pupils and parents: April 2012

Equality Policy review date: March 2012

Equality Action Plan follows & attaches to this policy

- [1] [Equal Pay Act 1970](#)
[Sex Discrimination Acts 1975 and 1986](#)
[Race Relations Act 1976](#)
[Rehabilitation of Offenders Act 1974](#)
[Disability Discrimination Act 1995](#)
[Race Relations \(Amendment\) Act 2000](#)
[Special Educational Needs and Disability Act 2001](#)
[Race Relations Act 1976 \(General Statutory Duty: Code of Practice\) Regulations 2002](#)
[Gender Equality Act 2007](#)
[Employment Rights Act 1996](#)
[Equal Pay \(Amendment\) Regulations 1983](#)
[Human Rights Act 1998](#)
[Employment Relations Act 1999](#)
[Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#)

- [2] By unlawful discrimination we mean treating one person less favourably than another. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one individual than on another, or may favour one individual to the disadvantage of another.

- [3] With regard to the terms '**sex**' this refers to the **biological** differences between males and females whereas '**gender**' refers to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions



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EQUALITY ACTION PLAN

Requirements to meet the Public Sector Equality Duty (PSED)	What is to be done/achieved? (Objectives/targets – to be prioritised)	Who is to lead on it? (ie who ensures action is taken)	Training or other actions needed? Budget needs? (be specific)	Action by/Review by date - and further actions?
<ul style="list-style-type: none"> Inform staff, pupils, and parents about the Public Sector Equality Duty and consult them to inform proposed action 	Understand the Equality Duty and its relevance to the school's functions. Acquire/download copy of the Legislation, the PSED & The Equality Act 2010 at: Public Sector Equality Duty	Chair of Governors, Head and Equality Group	Discuss at Governors' meetings and appoint member to lead on PSED. Consider PSED group Legislation and information to be made available in the School office	Policy to be drawn up together with Action Plan - objectives are prioritised. Impact Assessment & Reports on progress annually
<ul style="list-style-type: none"> Equality policy produced and published 	Review Equality relevant aspects of previous consultations.		Consultations:- Teaching & support staff in relevant ways, parents through newsletter, & pupils. Policy to go on School's Website.	Consultations on impact & progress regularly
<ul style="list-style-type: none"> Equality Action Plan prepared and published 	Make the Duty known to and consult with staff, pupils, parents, community	Headteacher Deputy Headteacher		Consider employment issues
<ul style="list-style-type: none"> Impact of Equality policy monitored and assessed 	Look out for developments in the legislation and guidance	Clerk to Governors		Policy Review by 2011 Action Plan review by March 2012 together with report to Governors.



Areas to be considered for their Equality relevance	What is to be done/achieved? (Objectives/targets – to be prioritised)	Who is to lead on it? (ie ensure action)	Training or other actions needed? Budget? (specifically ...)	Action & Review by dates - plus any further actions?
Employment Issues: Staff Recruitment	Identify and take positive action to counteract the negative effects of past discrimination in recruitment, retention and promotion Look out for and adopt Government Statutes that have been changed	Clerk, Governors & Headteacher	Encourage under-represented individuals to apply for posts (but note that selection will not depend on discriminatory factors) Safe Recruitment and Selection training provided by CEA (or similar) to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	
Screen all policies & practices for relevance to equality	Agree a list of all equality-relevant policies and practices:- Recruitment & Selection Policy Equal Opportunities Health & Safety Grievance Stress in the workplace	Clerk to the Governors	Training provided at schools through staff meetings and other means as relevant.	As and when policies come up for review.
School Strategic Improvement Plan	Show evidence at all levels of how you will meet the Equality duty	Headteacher & Deputy	Revise School Plan	On demand
Teaching & learning	Ensure all staff understand possible different related learning styles	Headteacher & SLT	Web research	



Areas to be considered for their Equality relevance	What is to be done/achieved? (objectives/targets – to be prioritised)	Who is to lead on it?	Training or other actions needed? Budget? (be specific, agree dates)	Review by date and further
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils' knowledge, abilities and needs are more accurately assessed	Headteacher & SLT		
Behaviour, including discriminatory harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of discriminatory harassment and bullying are dealt with following the school's agreed procedures. Incidents reduced	Headteacher & SLT	PSHE, tutor time and other areas of curriculum promote understanding of what constitutes discrimination based bullying and harassment and helps promote equality	
Admissions and attendance	Staff and parents are aware of discrimination based issues in education, and take context-appropriate steps to promote equality Monitor attendance by the nine discrimination parameters defined in the Equality Act 2010	Headteacher/SLT/ All Directors of Learning	Provide opportunities for pupils and parents to be made aware of the importance of all individuals attending school	
Governing body	Ensure equal/proportionate representation, including senior positions where possible	Headteacher & Chair of Governors		
Curriculum	Ensure all discriminatory assumptions and stereotypes are removed from all materials and schemes of work	All Staff		



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Partnerships with parents and community	Ensure that consultation with local community (including faith groups) includes consultation with all individuals of the community without discrimination	Designated Child Protection Coordinator/Community coordinator & designated Governor/s	Training to ensure all staff know agreed procedures if domestic violence is disclosed/discovered by either male or female members of the family.	
SEN	Monitor all elements of the SEN register without discrimination, assess and take any necessary action	SENCO		
PSHE	Consider the ethics of unlawful discrimination and stereotyping. Consider the social and emotional aspects of learning and how discrimination impacts differently on all individuals	PSHE Co-ordinator	Ensure pupils of all ages are aware of the negative impact on individuals of unlawful discrimination	
Extended school activities, including trips	Monitor by all codes of discrimination as per the Equality Act 2010, assess possible or actual discrimination, promote equality in School	All Directors of Learning	Possible additional parents meetings to explain and reassure for under-accessing groups	
Lettings, visitors	Ensure anyone visiting or using the building is aware of & does not breach the Equality Policy	School Business Manager		

