

ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL

"Every moment, every day, every individual counts"



EQUALITY POLICY

INCLUDING

- (1) Equal Opportunities Policy
- (2) Race Equality Issues Policy
- (3) A Single Equality Scheme for Disability, Race and Gender with Action Plan
- (4) Accessibility Plan

Last Reviewed: **September 2020**

Date for Review: **September 2021**

Governors Monitoring Group: Leadership and Management

SLT Responsible: Headteacher

Review Period: Annually

"For the body does not consist of one member but of many" 1 Corinthians 12:14

HOPE

FORGIVENESS COMPASSION

FRIENDSHIP

WISDOM

1. INTRODUCTION

- 1.1 The St. George's Church of England Foundation School is committed to promoting fairness and equality in everything that the school does acknowledging the diversity of all people who make up our school community. Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of the community of The St. George's Church of England Foundation School.
- 1.2 The St. George's Church of England Foundation School believes that every member of the school community has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment the St. George's Church of England Foundation School will actively promote policies and procedures aimed at realising the full potential of every individual. The St. George's Church of England Foundation School will endeavour to maximise resources to ensure that opportunities are open to all. It is the objective of The St. George's Church of England Foundation School to comply with the spirit as well as the letter of the law.
- 1.3 Unfair discrimination may include harassment, stereotyping, prejudice, bullying, and victimisation. This may be direct where a person is treated less favourably than others would be in similar circumstances or indirect where a requirement is applied equally to all groups but has a disproportionate affect on the members of one group because a considerably smaller number of members of that group can comply with it. This applies whether intentional or not. Unfair discrimination may include actual or perceived grounds. It also covers and protects a person who is friends with or associates with somebody who is covered by a particular ground. Direct discrimination is unlawful unless it can be objectively justified. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the issue in question. Unfair discrimination will not be tolerated and may constitute a serious disciplinary offence. In extreme cases it may involve a criminal act which will be reported to the police.
- 1.4 This policy does not mean that everyone will be treated equally. Different people may be treated in different ways depending on their requirements.
- 1.5 This policy and any related procedures will be easily accessible and well publicised. This policy intends to comply with all statutes and regulations and the present and future legislation will override this policy if appropriate.
- 1.6 There is annexed to this policy in Schedule One The St. George's Church of England Foundation School Equality Scheme for disability race and gender and in Schedule Two our action plan on that scheme. In Schedule Three our current Accessibility Plan is annexed.

2. SCOPE

- 2.1 This policy applies to all aspects of school life. This includes:-
 - (a) Staff recruitment, staff promotion and staff training
 - (b) The curriculum, teaching and learning and class room practice
 - (c) Pupil admissions and attendance
 - (d) Pupil's attainment and progress
 - (e) Pupil behaviour, discipline and exclusions

- (f) Pupil's personal development and pastoral care
- (g) Membership of the Governing Board
- (h) Partnerships with parents and communities

It is intended to apply to the whole school community including visitors when appropriate. The St. George's Church of England Foundation School will promote equality of opportunity and eliminate discrimination in particular with regard to:-

- (a) Sexual orientation gender or gender reassignment
- (b) Marital status or being in a civil partnership
- (c) Age
- (d) Race including nationality, ethnic origin, creed or colour.

The school having due regard to the need to:-

- Eliminate unlawful racial discrimination.
- Promote racial equality
- Promote good relations between people from different racial groups.

- (e) Disability

The school having due regard to the need to:-

- Promote equality of opportunity between disabled people and other people.
- Eliminate unlawful discrimination and harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs even if this requires more favourable treatment.
- Directly discriminate if it can be justified and reasonable adjustments are not possible.

- (f) Gender

The school having due regard to the need to:-

- Promote gender equality and eliminate sex discrimination.
- With employment to consider genuine occupational requirements for a particular quality such as gender may be appropriate.

3. TEACHING AND LEARNING

3.1 The St. George's Church of England Foundation School stresses the importance of equality as a dimension of teaching and learning and requires:-

- Education that combats unfair discrimination that may be caused by intolerance or ignorance.
- Education that values diversity and promotes understanding and respect.

- Fairness that is demonstrated by effective communication.
- Prevention of stereotyping and lack of awareness and encouragement of positive attitudes towards the differences of individuals.
- To use its best endeavours to provide equal access to the curriculum for all pupils.
- To use the Resources of the School and the teaching methods and styles that take account of needs of pupils with different backgrounds.
- That our school is educationally inclusive and recognises that each pupil has a voice and we listen and respond appropriately.

4. RESPONSIBILITIES

- 4.1. The Governing Board will ensure that the school complies with the appropriate legislation and that this policy and any related procedures are implemented.
- 4.2. The Headteacher will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities.
- 4.3 All staff with leadership and management roles have additional responsibility ensuring the St. George's Church of England Foundation School's commitment to equality is reflected in:-
- The attitudes and behaviour of staff for whom they are responsible.
 - Arranging appropriate training.
 - Their willingness to acknowledge and tackle examples of unacceptable behaviour.
- 4.4. All staff must:-
- Deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination.
 - Lead by example with their attitude and behaviour.
 - Be willing to acknowledge and encourage good practice by people they manage.
- 4.5. All staff will undertake appropriate training.
- 4.6. Parents, visitors and contractors should where appropriate be made aware of this policy.
- 4.7. All members of the School community must recognise that each individual has to uphold the law and the principles of fairness and equality.

5. MONITORING

- 5.1 The St. George's Church of England Foundation School recognises that genuine equality can only be achieved by monitoring what is actually happening and then using this information to improve future action. The Headteacher will implement appropriate procedures necessary for the assessment of this Policy. This is particularly relevant in considering the impact on the attainment levels of pupils according to their race.

6. BREACHES OF THE POLICY

6.1 All persons who do not comply with this policy may be liable to disciplinary action and/or a complaint being dealt with under the complaints policy of the St. George's Church of England Foundation School. Complaints will be treated with discretion and confidence wherever possible but anonymity cannot be guaranteed. Any concern relating to this policy should be raised with the Headteacher.

7. POLICY REVIEW

Policy will be reviewed when necessary.

1.1 PART ONE

1.1.1. ST. GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL SINGLE EQUALITY SCHEME

This Scheme sets out the strategies of what we are currently doing and plan to meet our general and specific equality duties and to achieve our aims for equality and diversity in particular as regards disability race and gender. We want this scheme to influence and inform the way we deliver our educational services.

1.1.2 Strategy 1 – Vision and Values

Equality and fairness and the valuing of the diversity of St. George's Church of England Foundation School community are embedded in our vision and values. Our Vision is

“Every moment, every day, every individual counts”

The vision is supported through our 5 Christian Values:

Christian Values

- Hope
- Compassion
- Forgiveness
- Friendship

Wisdom

At St George's Church of England Foundation School we believe that everyone works to deliver our vision and values through team work, which is encompassed in our bible believe

“For the body does not consist of one member but of many” 1 Corinthians 12:14

1.1.3 Strategy 2 – All Learners are of equal value

All learners and potential learners are of equal value and should benefit from the educational services of St. George's Church of England Foundation School:-

- Whether or not they are disabled
- Whatever their ethnic cultural or religious backgrounds
- Whichever their gender

1.1.4 Strategy 3 – Staff Development

Policies practices and procedures should benefit all members of our staff, for example in recruitment and promotion, performance management and in continuing professional development:-

- Whether or not they are disabled.
- Whatever their ethnic cultural or religious backgrounds.
- Whichever their gender

1.1.5 Strategy 4 – Relevant differences should be recognised

Treating people equally may mean treating them differently. Policies practices and procedures must not unfairly discriminate but may be different to take into account life experience outlook and background and in the kinds of barrier and disadvantage which people face in relation to:-

- Disability so that reasonable adjustments are made
- Ethnicity so that different cultural backgrounds and experiences are recognised

- Gender so that different needs and experiences of boys and girls, women and men are recognised.

1.1.6 **Strategy 5 – Community Engagement**

We work closely with many partners and agencies in delivery of our functions and services:-

- We wish to listen and involve and respond to the school community. We will undertake a range of surveys and consultations with our partners.
- We will create focus areas for improvement
- We recognise the importance of collecting analysing and acting upon information to successfully discharge our duty of equality

1.1.7 **Strategy 6 – Current Inequalities and Barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts policies practices and procedures should take opportunities to maximise positive impacts by addressing reducing or removing inequalities and barriers that may already exist between:-

- Disabled and non-disabled people. People of difference ethnic cultural and religious backgrounds boys and girls, women and men
- We wish to involve those who may in the past have been excluded or disadvantaged or continued to face barriers due to disability, race or gender.
- We recognise that positive attitudes and relationships should be fostered.

2.2. PART TWO

ST. GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL ACTION PLAN RELATING TO ITS SINGLE EQUALITY SCHEME FOR DISABILITY RACE AND GENDER

This is the plan of what we are currently doing and plan to do over the next three years to fulfil the single equality scheme specified in Part One.

2.1.1. GENERALLY

When the Governing Board reviews a policy or new policies are proposed and developed they will carry out an impact assessment to ascertain:-

- Could this policy or does the policy have a negative impact on one or more of the dimensions of equality. If so can we change or modify it to minimise its impact or justify it.
- Could this policy or does this policy have the potential to have a positive impact on equality by reducing and removing inequalities and barriers that already exist. If so how can we maximise this potential.

The School will report to Governors and also the local authority on all racist incidents.

The School Accessibility Plan set out in Schedule Three will be a primary focus for improvement and development of our Single Equality Scheme

2.1.2 DISABILITY

Disability:-

- Ensure that disabled people are more actively involved in the design, development, review and delivery of the school's services that affect them.
- Ensure that capital funding covers reasonable adjustments and specialist support services to enable access for learning by disabled pupils or employment of disabled staff.
- Ensuring that a range of services are available to and suitable for disabled pupils to progress and achieve. Providing well planned support to enable disabled pupils to choose the right subjects and careers.
- Addressing levels of awareness and understanding of disability issues amongst staff and pupils and in this connection promoting wider understanding of the distinction between disability and impairment and the social model of disability.
- Encourage staff and pupils to disclose any disabilities they may have and to request reasonable adjustments.

2.1.3 RACE

Race:

- Reducing and removing inequalities in success rates between different communities.
- Improving the induction and integration and thus attainment and progression of newly arrived pupils and in particular those for whom English is an additional language.
- Promoting community cohesion through teaching pupils to value diversity and to understand and respect others creating a common sense of belonging and providing means for pupils and their families to interact with people from backgrounds different from their own.

2.1.4. GENDER

Gender:

- To tackle gender stereotyping and through information advice and guidance in relation to subject choices and careers and through ensuring that work experience and work related learning give both girls and boys an opportunity to expand their horizons by trying out non-traditional work.
- Increasing the number of girls studying science in both academic and vocational education thus helping to address the national skills shortage in science and engineering.
- Ensuring that health focused education has due regard for gender differences in areas such as sexual health and mental health.
- Consider if the school has any gender pay gap and to address any problem and endeavour to find a satisfactory solution.

ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL – ACCESSIBILITY PLAN

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Ensure the buildings meet the requirements of visually impaired pupils.	Mobility Officer to attend school to assess the buildings for visually impaired pupils.	Visually impaired pupil is able to access all areas of the school.	Ongoing	Building accessible to visually impaired pupils.
Maintain buildings to ensure we are DDA compliant.	Director of Finance and premises staff devise programme of “upkeep”.	School is maintained to DDA requirements.	Ongoing	The car parks provide for disabled parking and the premises enables wheelchair access to all parts of the buildings.
Ensure that VI pupils can access the curriculum	SEN Co-ordinator identifies appropriate equipment and resources for visually impaired pupils	Visually impaired pupils are able to access the curriculum	Ongoing	Range of resources and IT equipment in place
Ensure that all pupils are able to access the curriculum regardless of their ethnic origin, language or culture	All teachers and support staff identify resources appropriate to individuals and groups of pupils so that access to the curriculum is achieved	All pupils are able to access the curriculum	Ongoing	Delivery of differentiated curriculum
Ensure that appropriate forms of communication are available to pupils and parents	Identify the most appropriate methods of communicating to pupils and parents taking into account their ethnicity, language and culture	Clear communication	Ongoing	Delivery of clear and appropriate forms of communication for pupils and their family members
Ensure disabled pupils have access to appropriate care facilities	Modified care suites are available in the school buildings as well as accessible toilets.	Facilities available for all pupils	Ongoing	No pupil is denied access to care facilities to support their personal needs.