

Single



Equality

Scheme

Incorporating

Equality & Diversity in Employment

Policy

CATEGORY:	Policy
CLASSIFICATION:	Strategic
PURPOSE	Scheme to ensure that the rights of all individuals are protected and to promote practices to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. It also ensures that throughout their employment all employees of the school are treated fairly and with dignity and respect.
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1. SINGLE EQUALITY SCHEME & EQUALITY AND DIVERSITY IN EMPLOYMENT STATEMENT

1.1 VISION AND VALUES

At Bridgnorth Endowed School we believe equality is treating everyone with equal dignity and worth, valuing their characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We will work with all our partners, staff, students, parents / carers to challenge discriminatory barriers which limit what people can do and can be.

Bridgnorth Endowed School is committed to developing, maintaining and supporting a culture of equality and diversity in employment in which staff are treated equitably, and where they can realise their potential whatever their age, race, colour, nationality, ethnic origin, creed, disability, sexual orientation, sex, gender identity, marital or civil partnership status, parental status, religion, belief or non-belief, social or economic class, employment status, or any other criteria than cannot be shown to be properly justifiable.

Equality and opportunity and inclusivity is fundamental to the vision and values of the school plan. The principles of equality and diversity are at the heart of school life and are supported by appropriate policies, procedures and good practice.

1.2 SCHOOL CONTEXT

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Bridgnorth Endowed School is situated in the heart of Bridgnorth, a market town in south-east Shropshire. Staffordshire, the West Midlands and Telford & Wrekin are all within easy distance: The city of Wolverhampton to the west and Telford to the north are the closest areas of high urban population. Currently, in the lower half of the school, approximately half of the pupils attending the school live in Bridgnorth. The rest live in the villages surrounding the town with increasing numbers coming from Staffordshire. Some pupils travel significant distances to attend this school.

The ethnic make up of the school reflects that of the local community which is largely white and British. The level of racist incidents is very low in the local area. Pupil mobility is minimal. There are no significant demographic trends.

Bridgnorth Endowed School (BES) is committed to inclusion, believing that all students have a right to fulfill their potential and take part in the life of the school. We value diversity and recognise the strengths of all our pupils, whilst endeavouring to support them to overcome barriers to learning.

BES believes in the principle that all teachers share a responsibility for pupils with Special Educational Needs and that the organisation and structure of the school should work towards improving curriculum and physical access.

To facilitate inclusion the school has a flexible approach based on the needs of individuals.

The School has in place an Accessibility Plan that is reviewed annually. This plan includes recommendations for the forthcoming year.

2. DESCRIPTORS

2.1 What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all groups have the opportunity to benefit equally from our activities. **Diversity** recognises that we can only achieve equality by taking into account different needs of communities. Equality is impossible to achieve without recognising diversity.

At Bridgnorth Endowed School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic deprivation.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

2.2 What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. It does not mean that everyone will be treated the same.

Direct discrimination is when a person is treated less favorably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This single Equality Scheme applies to all within our school community i.e. staff, governors, pupils, parents / carers, visitors and other who come through the school gates.

Any extended services will take into account our single equality scheme ensuring that all benefit from the activities on offer.

In developing this scheme the school has consulted and worked alongside governors, local authority guidance, staff (both teaching and support), students and parents. To ensure full commitment and support it is imperative to have a full consultation process in developing a policy as important as this.

This scheme will be disseminated to all stakeholders, it will be made available on the school's website and FROG Virtual Learning Environment (VLE) and this will be well publicised. To ensure ownership of all, when in draft form all will be given a chance to feedback before the governing body fully adopt the scheme.

The responsibility of managing this scheme within the school is with the school leaders and Headteacher and to all staff to support, administer and adhere to it.

An action plan is in place on implementing the whole scheme and this will be reviewed annually within the school development plan as this area is ever evolving and there is a need to keep up with changes in legislation.

Status

It is a statutory requirement to have policies covering racial, gender and disability equality.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

3. AIMS

This Single Equality Scheme is intended to respond to the spirit as well as the letter of the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

The overall aim with regard to employment is to ensure that throughout their employment all employees of the school are treated fairly and with dignity and respect. This policy operates in accordance with the Recruitment Policy with respect to job applicants.

Our Equality Scheme is inclusive of our whole school community – pupils / students, staff, parents / carers, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

The Scheme aims to integrate equality into the school's core priorities and functions. This Single Equality Scheme will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance on equality in recruitment, selection and employment
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010.

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

In advancing equality of opportunity:

- we aim to remove or minimize disadvantages suffered by people due to their protected characteristics;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

The school will ensure that its policies, procedures and practices comply with current legislation.

4. RESPONSIBILITY

We believe that promoting equality is the whole school's responsibility alongside which all members of staff are responsible for supporting the aims and spirit of the equality and diversity in employment policy.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives ensuring equality of opportunity in employment is achieved. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents. Creating a culture that supports equality and diversity and co-ordinating the day to day operation of the Equality and Diversity in Employment Policy for staff.
Senior Leadership Team	Supporting the Head as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents. Responsible for implementing the Equality and Diversity in Employment Policy in relation to the staff under their line management.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

5. MONITOR & REVIEW

We will review our objectives in relation to any changes in our school profile and at least every three years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

6. OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Bridgnorth Endowed School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

- We see all members of the school and wider community of equal value:
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- Whichever their gender and sexual orientation
- Whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- Age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national

origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents

- Mutual respect and good relations between girls and boys, women and men, and an absence of sexual harassment
- Promote positive intergenerational attitudes and relationships

Principle 4: We will ensure that the recruitment, retention and on-going development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- Whichever their gender and sexual orientation
- Whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

- Disabled and non-disabled people
- People of different ethnic, cultural and religious and socio-economic backgrounds
- Girls and boys, women and men
- Heterosexual, Lesbian, Gay, Bisexual and Transgender people
- People of different age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek to involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious and socio-economic backgrounds
- Both women and men, and girls and boys
- Heterosexual, Lesbian, Gay, Bisexual and Transgender people
- People of different age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- Both women and men, girls and boys
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- Disability
- Ethnicity
- Gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

These are outlined in our Single Equalities Action Plan

ACTION PLANS

We recognise that the actions resulting from a policy are what make a difference

Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

THE CURRICULUM

We will actively seek opportunities to review the curriculum and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment
- Learners' and staff personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff and governor recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality;

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with the school's attendance policy and guidance on leave of absence for staff.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relative to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstance, gender and age.

To review good practice we make use of a range of auditing schedules.

7. DEVELOPING AND IMPLEMENTING THE SCHEME

Key to this process for our school is the implementation of Equality Impact Assessments (EQUIAs).

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure that we meet the diverse needs of our pupils / students and staff and that diversity, equality and inclusion run through all areas of school life.

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

- Our pupils / students

We have discussed the principles behind the action plan with the Student Leadership Team. We also give students regular opportunities to discuss how they feel about a variety of issues and regularly discuss progress via student voice meetings.

Student council meetings also ensure students are consulted on a range of issues from the curriculum to charities the school will be supporting through fundraising events.

- Our staff

All staff have been invited to comment on the Equality Scheme and a small group worked on the action plan.

- Our school governors

The Equality Scheme and action plan has been discussed at the Compliance & Risk Committee.

- Parents / carers

The Equality Scheme and action plan has been discussed with some parents / carers at a meeting with Assistant Head Support. All parents / carers have been notified about the scheme via the school website and have been invited to comment.

- Minority, marginalised and potentially vulnerable groups

Our Inclusion Team has identified specific students / families and sought their opinion on the Equality Scheme and action plan.

- Our partners in the community

We have sought feedback from our key partners on our Equality Scheme and action plan

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

8. LEGAL DUTIES

We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Summaries of our legal obligations under the equality strands are outlined below. After each of the equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

9.

Disability Equality Policy

Legal Requirements

This Scheme incorporates our duties under the Disability Discrimination Act 2005.

The school's duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers and other school users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing a Disability Equality Scheme which:

- Includes a three year action plan
- Involves disabled pupils and other disabled people in all stages of the scheme
- Carries out Equality Impact Assessments of policies and procedures to make sure that disabled people are not being treated unfairly
- Publish the results of these Equality Impact Assessments
- Report annually on the progress of the action plan

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.

- Bullying and harassing disabled people.



The social model focuses on the social environment and how it causes some people to be disabled:



What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What impact have we already had on disability equality in our school?

The school has now ensured that wheelchair users can use the lifts installed and that measures have been put in place for emergency evacuation procedures.
Equal access to a broad and balanced curriculum which becomes personalised matching individual needs and aptitudes.

What key issues still remain for our school?

The school needs to ensure that the building (where reasonably practicable) is DDA compliant.
The school needs to carry out an accessibility plan.
Involving disabled people in the development of the scheme

Access arrangements

The school needs to carry out an accessibility plan – no specific action points at this current time.

10.

RACE EQUALITY POLICY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

The general duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering a school's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer
- detriment as a result of performance assessment procedures; are involved in grievance
- procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

We are committed to promoting good race relations in all areas of school life and to eliminating racial discrimination. Building on our core values, which include respecting and valuing the differences between people, we aim to:

- Promote racial equality, good race relations and eliminate racial discrimination.
- Ensure that everyone, irrespective of their race, ethnic or national origin:
 - feels welcome and valued.
 - is able to achieve his/her full potential.
 - has his her rights protected.
- Prepare our pupils for life in a multi-ethnic society.
- Acknowledge the existence of racism, to challenge this and to tackle and avoid racial discrimination.

Commitment

At Bridgnorth Endowed School we are committed to tackling racial discrimination and promoting racial equality and good race relations across all areas of school life, including:

a) Leadership and management

- We will work with relevant agencies within and outside of school and the local community to tackle racial harassment and racism.
- We have procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with relevant guidance.
- We deal promptly, firmly, sensitively and consistently with incidents of racial discrimination or racial harassment involving pupils in accordance with our disciplinary procedures for pupils: We take action to support victims and those who instigate such incidents.
- We work to foster a positive atmosphere of mutual respect and trust among everyone involved with the school irrespective of their racial or religious background.
- We ensure that staff receive appropriate training and support to enable them to deal sensitively and effectively with racist incidents, racial harassment and bullying.
- We ensure that all pupils, staff and parents are aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable.
- We analyse ethnicity data to inform planning, in particular, to determine whether there are any disparities between ethnic groups in the following areas:
Pupil admissions

- *Pupil attendance
- *Pupil attainment and progress
- *Pupil exclusions
- *Uptake of educational visits
- *Parental attendance at parents' evenings
- *Incidents of harassment/bullying
- *Staff recruitment and retention
- *Staff promotion
- *Professional development activities
- *Composition of the governing body

Where found, we will take action to remedy any disparities.

- All curriculum areas have regard to this policy in their curriculum planning. Guidance to subject staff is explicit in Departmental Handbooks.
- We will ensure that all policies are reviewed to eliminate discrimination

b) Staff recruitment, retention and professional development

- All staff are encouraged to develop and achieve their full potential.
- There are procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds.
- Everyone involved in recruitment and selection is trained and made aware of what they should do to avoid racial discrimination.
- Applications for posts are monitored by ethnicity and the information is supplied to the GB on an annual basis.
- Professional development opportunities and promotions are monitored by ethnicity.

c) Admissions

- Our admissions policy and criteria do not disadvantage pupils from particular racial or religious groups.
- Information about the pupils' ethnicity, first language and religion is included in all admissions forms.
- The admissions process is monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.

d) Attendance

- Parents/guardians are made aware of their responsibilities in relation to pupil attendance via the Home School Agreement.
- Staff who follow up absence are aware of and sensitive to community issues.
- Provision is made for leave of absence for religious observance for staff and pupils. Pupils are provided with support to cover missed work.

e) Curriculum

- The curriculum is planned to incorporate the principles of racial equality, challenging racism and promoting positive attitudes towards diversity.
- All pupils have access to an appropriate curriculum.
- Everyone is made aware that we value and support diversity through a range of activities including the PSHE and Citizenship curriculum, assemblies and performances.
- Resources and displays portray positive images of different people and cultures.
- Extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

f) Assessment, recording and reporting progress, including monitoring of attainment

- We have high expectations of all pupils and will encourage and enable all pupils to achieve the highest standards.
- All forms of achievement are recognised.
- Assessments are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.
- Pupils are appropriately supported in assessments and particular attention is paid to identifying and meeting any support needs for groups or individuals who are particularly disadvantaged. (e.g. pupils from Travelling families or pupils for whom English is an Additional Language)

g) Behaviour, discipline and exclusions

- We acknowledge that cultural background may affect behaviour.
- We ensure that everyone associated with the school is aware of our procedures for dealing with racial harassment and bullying and that such behaviour is always unacceptable.
- Breaches of this policy will be dealt with promptly, firmly, sensitively and consistently in accordance with our discipline and grievance procedures

h) Partnerships with parents and communities

- All parents are encouraged to participate at all levels in the life of the school.

- Information and material for parents is available in plain English and will be made available in languages and formats other than English where appropriate.

Responsibilities

<p>The Governing Body is responsible</p>	<p>The Governing Body</p>
<ul style="list-style-type: none"> • for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and that the school complies with Race Relations legislation, including the general and specific duties arising from the Race Relations Amendment Act 2000. • with the assistance of the headteacher, for ensuring that the policy and its related procedures and strategies, are implemented. 	<ul style="list-style-type: none"> • maintains an overview of implementation of the race equality policy and racial equality will be a regular agenda item at governor meetings. • in partnership with school management, is proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination. • in collaboration with school managers, encourages, supports and enables all pupils and staff to reach their full potential.
<p>The Headteacher, is responsible</p>	<p>The Headteacher, and the Assistant Head Support</p>
<ul style="list-style-type: none"> • with the governing body, for ensuring that the policy and its related procedures and strategies are implemented. • for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. • for taking disciplinary action against staff or pupils who racially discriminate. 	<ul style="list-style-type: none"> • co-ordinate racial equality work. • deal with reported incidents of racism and racial harassment. • ensure compliance with the Race Equality Policy and Equal Opportunities Policy.
<p>Teaching staff are responsible for</p>	<p>All staff are aware of</p>
<ul style="list-style-type: none"> • ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum. • promoting racial equality and diversity through teaching and the relationships they develop with pupils, staff, parents and the wider community. 	<ul style="list-style-type: none"> • <i>how to deal with racist incidents, and how to identify and challenge racist bias and stereotyping.</i> • their duty to promote race equality, promote good race relations and challenge discrimination. • the need to keep up to date with Race Relations legislation

Visitors and contractors are responsible for complying with the school's race equality policy

Managing racist incidents

Definition

Racist behaviour is any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group.

Such behaviour (whether intended or not) may:

- cause offence
- interfere with the peace and comfort of the victim
- cause the victim to fear for his/her safety

Racist incidents can include:

- racially prejudiced remarks and name calling
- racially based threats
- taunts or physical abuse
- racist badges or literature in school
- racist graffiti
- Any racist incident will be investigated and managed quickly, sensitively and firmly, in line with our behaviour management policy. Where adults are involved the incident will be managed according to the personnel handbook.
- All incidents and actions taken will be recorded on a behaviour incident sheet. This will include those not involving people such as graffiti.
- Copies of the incident sheet should be sent immediately to the Headteacher and to the Deputy Head who will decide if further action needs to be taken and make a central log of the incident. The original sheet must be sent to the pupil's/pupils' file.
- If there is any uncertainty about what course of action should be taken the Headteacher or the should be consulted.
- All racist incidents will be reported to the governing body.
(Number, age group, nature of incident and how it was managed)

Monitoring outcomes by groups

Pupils

The following are monitored and evaluated by ethnicity:

- Attainment, progress and target setting for all key stages
- Admissions
- Attendance
- Behaviour incidents, including racist, drug-related and bullying incidents
- Rewards and sanctions including fixed term and permanent exclusions
- Participation in extra-curricular activities and residential experiences.

Staff and governors

Recruitment, retention, performance management and professional development activity will be monitored.

Publishing the results of monitoring

An assessment of the impact of this policy on pupils, parents, staff and governors will be published annually in the Self Evaluation section of the School Improvement Plan.

Professional Development

There has been no formal training available during the previous academic year.

Development of this policy

This policy has been developed following consultation with groups of staff, parents, pupils and governors.

What impact have we already had on race equality in our school?

We respect the religious beliefs and practices of all staff, students, parents/carers and comply with reasonable requests relating to religious observance.
The achievement of no particular ethnic minority group is different from the majority.

What key issues still remain for our school?

We continue to focus on: raising the achievement of students from BME backgrounds, raising the expectations and aspirations of students on entry to school and in post-16 education and raising staff awareness of race, racism and school procedures for challenging racism.
We need to monitor by ethnicity the numbers of staff and governors in post and applicants for employment, training and promotion.
We need to monitor policies for adverse impact on the promotion of race equality.

11. GENDER EQUALITY

Legal requirements

This Scheme incorporates our duties under the Equalities Act 2006 relating to gender equality.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for gender equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Scheme which includes:

- Steps to address the causes of any gender pay gap
- Collect and use information on gender equality in the school
- Consult with stakeholders on priorities for gender equality
- Carry out Equality Impact Assessments
- Identify priority areas for gender equality
- Publish a three year action plan and report on it yearly

The Gender Equality Duty promotes equality for men, women and transgendered people.

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

What impact have we already had on gender equality in our school?

We have challenged students' perceptions regarding 'stereotypical' career and curriculum choice.

What key issues still remain for our school?

We continue to strive to reduce the gender gap on attainment

12.

COMMUNITY COHESION

Legal Requirements

The Education and Inspections Act 2006 introduced a new duty for schools to promote community cohesion. Community Cohesion will become part of the Ofsted inspection framework from September 2008 so schools will be judged on how well they fulfil this duty.

What is community cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their communities

Community Cohesion needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links

What impact have we already had on community cohesion in our school?

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping

Examples:

- Support for pupils for whom English is an additional language
- Assemblies
- Involving members from local communities
- Global citizenship in the curriculum
- Fieldwork visits

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups

Examples:

- Behaviour policies
- Admission policies
- Data analysis

Engagement with extended services

- Building positive relations with different groups

- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change

Examples:

- Linking with other schools, nationally and internationally
- Safer Schools Partnerships
- How the school's extended services have reached out to different groups

What key issues still remain for our school?

None at this current time

13.

Sexuality Equality

Introduction and legal requirements

All schools have a legal duty to ensure homophobic bullying is dealt with in schools under the Education and Inspections Act 2006.

The Employment Equality (Sexual Orientation) Regulations 2003, gave all gay, lesbian and bi-sexual employees rights against discrimination. The Sexual Orientations Regulations (2007) extend these rights to goods and services. Therefore, Bridgnorth Endowed School has a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services.

We at Bridgnorth Endowed School are committed to ensuring that everyone should have equal access to the services provided by the school and that no-one within our school community experiences discrimination or bullying due to their sexual orientation.

Management of Incidents

- Any incident of bullying in regard to a student's or staff member's sexual orientation will be investigated and managed quickly, sensitively and firmly in line with this and Bridgnorth Endowed School's behaviour policy.
- The school has a zero tolerance approach to homophobic bullying.
- All incidents and actions will be recorded on an incident sheet.

- Copies of the relevant completed incident sheet will be forwarded immediately to the Progress Manager / Assistant Head (Support). One or both will decide what further action, if any, would need to be taken.
- A formal log of the incident will be made and a copy held on the student or staff member's personal file.
- Impact assessment methodology will be used to assess the effectiveness of the school's work using data such as: number of reported incidents, nature of reported incidents, parental feedback, pupil questionnaire and surveys, views of other relevant external agencies. This assessment will be used whilst reviewing the policy in practice.
- Staff disciplinary procedures include homophobia and homophobic bullying, these are detailed within equal opportunities policy and the staff handbook.

To achieve, as reasonably practicable, no-one experiencing discrimination due to their sexual orientation within the school community Bridgnorth Endowed School will ensure:

- All incidents will receive an impact assessment methodology to assess the effectiveness of the school's work.
- All pupils will have the ability to raise issues and access support e.g. key support staff, counsellor
- The school's position on homophobia and discrimination is referenced within its single equality scheme, anti-bullying policy, behaviour policy, inclusion policy and confidentiality policy.
- All children will have equal access to all lessons and sporting activities.
- All children are expected to do as well as they can at everything the school provides.
- All children are expected to behave as well as they can in all circumstances.
- All children are expected to perform to their potential in all subjects and activities.
- All children are encouraged to make equal use of all the resources and facilities in the school.
- Resources will reflect the full variety of families and homes, that exist in society today.
- All children will be expected to work together in a constructive and positive manner.
- New resources will be vetted to ensure that they show people of all backgrounds / circumstances involved in a diverse range of activities thereby challenging stereotyped ideas about what people can and should do.
- Stories and poems which challenge stereotypes will be read in class.
- Children will be discouraged from using homophobic language that makes fun of people because of their sexual orientation and will be commended when they challenge such language.
- Children will be discouraged from using offensive language of any kind, and will be commended when they challenge such language.
- Children, parents, primary carers and staff will be reminded of the negative effects of stereotyping based on sexuality.
- Newsletters, parents meetings and the Governors meetings will be used to explain how the school has contributed to equality objectives in respect of sexuality.

- Children, irrespective of their sexuality:
 - Will have access to all the facilities and resources available in the school
 - Will always work and play with other children
 - Will, if necessary, receive additional support to ensure that their needs and aspirations are met in full
 - Will, if necessary, be given extra help and support to ensure that they fulfil their potential
 - Will have access to the same broad, balanced and relevant curriculum / range of activities as other children
 - Will be involved in decisions being made about their care and education
 - Will be protected from name calling and bullying
 - Will have opportunities to learn how people have challenged; or can challenge discrimination and stereotypes based on sexuality.

- Staff will take part in regular training that combats discrimination on the grounds of sexuality.
- Staff will work in partnership with parents and primary carers to ensure that children, irrespective of sexuality, benefit fully from their time in school.
- Resources will be targeted and utilised effectively and efficiently to ensure that children fulfil their potential no matter their sexuality.
- The school is committed to target-setting and regular monitoring of all children.
- Appropriate use will be made of Local Authority support services to ensure that all children fulfil their potential.
- The whole curriculum will be used to value and celebrate diversity whether their diversity is based on sexuality.
- Children will have opportunities to learn about the harmful effects of prejudice, homophobia and stereotyping through a range of subject e.g. drama, English, PSHE, R.E., career guidance and education
- Resources will reflect the religious diversity of society locally, regionally and nationally.
- Resources will portray people of all beliefs and sexuality in ways which are positive and non-stereotypical.
- People will be welcomed and valued no matter their sexuality.
- People of all backgrounds will be encouraged to play an active role in school life, perhaps as governors or as volunteers around the school or as people who speak to children about their backgrounds.
- As far as is possible, staffing will reflect the diversity of society locally, regionally and nationally.
- All incidents of bullying and harassment, including bullying and harassment based on sexuality will be dealt with in an effective and consistent manner.

What impact have we already had on sexuality equality in our school?

- School engages with outside agencies to support Lesbian, Gay, Bi-sexual (LGB) students e.g. Youth Service CHAT provision.

- The school's commitment to challenge homophobia and homophobic bullying and to create a safe learning environment for all pupils and staff is made clearly to all members of the school community through: staff handbook, school documentation, induction programmes.
- The school is a Stonewall School Champion

Key Issues for Bridgnorth Endowed School

None currently

14. Age Equality

Legal requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate age related discrimination.

The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement.
- Discrimination in recruitment, retention and training
- Dismissal and redundancy.
- Statutory sick pay and maternity.
- Harassment in the workplace.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences any discrimination.

15. Religion/Belief Equality

Legal requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination on the grounds of a person's religion or deeply held beliefs.

However, The Employment Equality (Religious Belief) Regulations (2003), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs, but does include agnostics or atheists.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences any discrimination due to their religion or belief.

16.

Pregnancy & Maternity

Legal requirements

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status.

17.

Gender Recognition Act 2004

Legal requirements

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008. The school celebrates and values the diversity of its staff and aims to ensure that all transgender members of staff are treated fairly and with dignity and respect.

18. SINGLE EQUALITY SCHEME ACTION PLAN

School needs to ensure it is DDA compliant (where practicable) – assessment needed

Action:

Lead person:

Completion date:

Success criteria:

School needs to carry out an accessibility survey & subsequent plan

Action:

Lead person:

Completion date:

Success criteria:

School needs to involve disabled people in the development of the scheme

Action:

Lead person:

Completion date:

Success criteria:

School needs to ensure it monitors achievement of students from all strands of the equality scheme

Action:

Lead person:

Completion date:

Success criteria:

School needs to monitor policies for adverse impact on the promotion of strands of the equality scheme

Action:

Lead person:

Completion date:

Success criteria:

School continues to reduce the gender gap on attainment

Action:

Lead person:

Completion date:

Success criteria:

Review date of Action Plan _____

Senior Member of Staff responsible _____

Governor Responsible _____