

MILLAIS SCHOOL EQUALITY POLICY

I Introduction

- 1.1 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or staff or treat them less favourably because of their sex, race, disability, religion and belief, gender reassignment, sexual orientation or pregnancy and maternity. Age and marriage and civil partnership are also “protected characteristics” under the Act but are not part of the school provisions related to students. They do however apply to schools in their role as employers, to which The Equality Act also applies.
- 1.2 Under the Act schools are subject to the Public Sector Equality Duty which requires them to
- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups
 - Foster good relations between different groups and to two specific duties which require them to
 - Publish information to show our compliance with the Equality Duty
 - Publish specific and measurable equality objectives at least every four years.

2 Key principles

- 2.1 Millais School is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth. This policy is part of our commitment to promoting equalities and providing an inclusive school.
- 2.2 We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
- 2.3 We recognise that these statutory duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 2.4 Our approach to equality is based on the following seven key principles:
- i. All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
 - ii. We recognise, respect and value difference. We strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

- iii. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- iv. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- v. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- vi. We have the highest expectations of all of our students. We expect that all students can make good progress and achieve to their highest potential.
- vii. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school and beyond into further and higher education and employment.

3 Roles and responsibilities

3.1 We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable everyone to do this.

3.2 Governing body

3.2.i The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

3.2.ii Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's equalities work, taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

3.3 Headteacher and Senior Leadership Team

3.3.i The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

3.3.ii Members of the Senior Leadership Team have day-to-day responsibility for the implementation of aspects of the policy related to their specific remit and for monitoring outcomes through the collection and analysis of relevant quantitative and qualitative data.

3.4 Teaching and Support Staff

3.4.i All teaching and support staff will:

- promote an inclusive and collaborative ethos
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula, lessons and projects that reflect the key principles listed above
- maintain the highest expectations of success for all students
- support different groups of students through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult
- keep up-to-date with equalities legislation relevant to their work.

3.5 Visitors

3.5.i All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

4 Ethos and organisation

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

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching and learning
- attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers
- working with the wider community.

5 Addressing prejudice and prejudice-based bullying

5.1 The school challenges all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

- prejudices relating to sex and gender
- 5.2 There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.
- 5.3 We keep a record of different prejudice-related incidents and report to governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data regularly and take action to reduce incidents.

6 Advancing equality between different groups of students

- 6.1 We collect data and monitor the progress and attainment of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and maths skills. We also collect, analyse and use data in relation to the attendance and exclusions of different groups.
- 6.2 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out above.
- 6.3 We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 6.4 In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
- disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - people identifying with or as lesbian, gay, bisexual or transgender and those who identify as heterosexual
- 6.5 We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- 6.6 We take positive and proportionate action, such as targeted support, to address the disadvantage faced by particular groups of students with particular protected characteristics.
- 6.7 We are aware of the Reasonable Adjustment duty for disabled students, designed to enhance access and participation to the level of non-disabled students and stop disabled students being placed at a disadvantage compared to their non-disabled peers.
- 6.8 We prepare our students for life in a diverse society and ensure that there are activities across and beyond the curriculum that promote the spiritual, moral, social and cultural development of our students.
- 6.9 We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PD and Citizenship and across other curriculum areas.
- 6.10 We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- 6.11 We actively promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- 6.12 We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- 6.13 We include the contribution of different cultures to world history and to the promotion of positive images of people.
- 6.14 We provide opportunities for students to listen to a range of opinions and empathise with different experiences.
- 6.15 We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events and publications.

7 Advancing equality for staff

- 7.1 We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- 7.2 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- 7.3 We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- 7.4 As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. This includes the application of the Reasonable Adjustment duty to enhance access and participation for disabled staff and stop them being placed at a disadvantage compared to their non-disabled peers.
- 7.5 We respect the religious beliefs and practices of all staff, students and parents/carers, and comply with reasonable requests relating to religious observance and practice.
- 7.6 We ensure that all teaching and support staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

8 Monitoring and review

- 8.1 We have a rolling programme for reviewing all of our school policies and procedures at least every two years. We take seriously the need to consider the equality implications as part of the review process and whenever we make significant decisions about the day-to-day life of the school. The Equality Policy is reviewed annually.
- 8.2 In order to ensure that our equalities work meets the needs of the whole school community we:
 - review relevant feedback from parent/carer surveys
 - analyse responses from staff surveys, staff meetings and training events
 - review feedback and responses from students and groups of students, from the School Council, from PSHE lessons, and from whole-school surveys on students' attitudes to self and school
 - analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans, EHC plans, mentoring and support
 - ensure that we secure responses and feedback from the governing body.

9 Equality objectives

- 9.1 Our equality objectives represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.
- 9.2 We evaluate our success in meeting the Public Service Equality Duty by the extent to which we achieve improved outcomes for different groups.
- 9.3 Our overarching equality objective is to ensure outstanding achievement because students make greater than expected progress on all pathways throughout their time in the school

10 Monitoring and reviewing objectives

- 10.1 We review and update our equality objectives every year as part of our school improvement planning and review cycle and report annually to the governing body on progress towards achieving them.

11 Disseminating the policy

- 11.1 This Equality Policy, along with the Equality Objectives and data, is available on the school website, on request from the school office and in the staff handbook; it also forms part of induction for new staff
- 11.2 We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs and disabilities.

Equality Plan

KEY OBJECTIVES FOR 2018/19

- To develop understanding of different forms of discrimination within the student body. To be achieved through PD lessons in both key stages and termly assemblies, linked to school values.
- To improve staff understanding of the inclusion agenda and improve their practice to ensure that all students are fully included in lessons, regardless of their abilities with activities that meet their needs. To be achieved through CPD training and workshops led by the SENDCO.
- To ensure full inclusion of all students within all lessons including Tutor Time and enrichment activities. To be achieved through differentiated curriculum planning and ensuring that all curriculum and enrichment activities are accessible to students of all abilities.