

STRAMONGATE SCHOOL EQUALITY POLICY, 2022 - 2025



Be Kind, Work Hard and Discover!

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The Policy recognises that the School has a general duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This Equality Policy 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

To ensure success and meet the Public Sector Equality Duty the School will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty [PSED]
- Publish Equality objectives and review them annually

Definitions of equality and diversity, protected characteristics and discrimination can be found in Appendix A.

In addition, the School will treat those it considers "vulnerable" for social, economic or other reasons as requiring support in a similar manner to those pupils who have a protected characteristic within the meaning of the Act.

The rest of this document outlines the measures taken at Stramongate School to comply with the PSED under the Equality Act.

Compliance Measures and Activities

Data

1. The School has data on its composition broken down by year group, ethnicity and gender.
2. The School has data on its composition broken down by types of impairment and special educational need.
3. The School has data on inequalities of outcome and participation connected with ethnicity, gender and disability.
4. The School uses data on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the School's responsibilities under or driven by the Equality Act in various School documents, for example the School Development Plan, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the School's responsibilities under the Equality Act in the minutes of Governing Body meetings, staff meetings and senior leadership team meetings.
7. Before introducing important new policies, plans or measures, the Senior Leadership Team and the Governing Body will carefully assess the potential impact, positive or negative, on equalities, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. The Headteacher and Inclusion manager have special responsibility for equalities matters.
9. The Inclusion Officer has responsibility for arranging the day-to-day interventions with children experiencing difficulties in accessing the curriculum including those with protected characteristics covered by the Act.
10. A member of the Governing Body has a watching brief for equalities & SEN matters.
11. The Equality Group, consisting of the Headteacher, the Inclusion Officer and the Equality & SEN Governor, meet termly in order to monitor performance.
12. A member of the Equality Group also sit on the Governing Body's Planning & Monitoring Committees.
13. Reports on Equality issues are made to the meetings of the Governing Body.

Staffing

14. The School's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
15. The Headteacher issues good practice reminders to all staff including those on equality matters.
16. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.
17. Training for Governors includes reference to equality matters, both directly and incidentally.
18. When seeking new Governors, efforts are made to encourage applicants from all appropriate sections of the School and local community.

Behaviour and safety

19. There are clear procedures for dealing with prejudice-related bullying and incidents.
20. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

21. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language where an additional tracking system is in place, and there is extra or special provision for certain groups, as appropriate.
22. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting understanding.
23. As the curriculum or parts of it are reviewed and developed, consideration is given to further promoting equalities issues in the revised curriculum.
24. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
25. In curriculum materials in all subjects there are positive images of disabled people, of gay and lesbian people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.
26. Access to sporting activity in School including PE lesson, lunchtime and After School clubs and one-off sporting events is encouraged by the HLTA Sports Specialist.
27. The School will promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance as part of SMSC throughout the curriculum.

Consultation and involvement

28. The School has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns of the Equality Act.
29. The School has procedures for finding out how pupils think and feel about the School, and takes regard of these in relation to the Equality Act.
30. All pupils are encouraged to stand for election to the School Council so that the Council is representative of the School population; support is offered as appropriate.

Equality Definitions

What do we mean by Equality and Diversity?

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

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable 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.