

# The Sandon School



## **EQUALITY POLICY Including**

- Appendix A – The Equalities Information Statement
- Appendix B – The Access Plan
- Appendix C – The Equality Objectives
- Appendix D – Equality & Diversity in Employment Policy (published by EES for School)

Last Adoption Date: Spring 2018

Next Review Date: Spring 2019

## **INTRODUCTION**

1. The Sandon School is committed to respecting human rights and 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 Sandon School.
2. The Sandon School believes that every member of the school community has the right to be treated with courtesy, consideration, dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice, harassment, victimisation and unlawful discrimination. In seeking to eliminate unlawful discrimination and to promote equality of opportunity and fair treatment The Sandon School will actively promote policies and procedures aimed at realising the full potential of every individual. The Sandon School acknowledges the need for good practice and will eliminate those that are unfair, unjust or unlawful. The Sandon School will endeavour to maximise resources to ensure that opportunities are open to all. It is the objective of The Sandon School to comply with the spirit and intent as well as the letter of the law.
3. This policy intends to comply with all statutes and regulations and the present and future legislation will override this policy if appropriate.
4. There is annexed to this policy,
5. Appendix A - The Equalities Information Statement
6. Appendix B - The Access Plan.
7. Appendix C - The Equality Objectives.
8. Appendix D - Equality and Diversity in Employment Policy published by EES for Schools in February 2017 deleting from that document references to a school with a religious character. That model policy takes priority over this general policy so far as employment issues are concerned.

## **PROTECTED CHARACTERISTICS**

9. Are as follows:-
  - Age (This does not apply to Student issues within the scope set out in Clause 21)
  - Disability
  - Gender Reassignment
  - Marital status or being in a civil partnership
  - Pregnancy and maternity
  - Race including nationality, ethnic origin, colour or National Origin
  - Religion or belief
  - Sex/Gender
  - Sexual orientation

## GENERAL MATTERS

10. Unlawful discrimination covers in particular harassment and victimisation. The Sandon School also considers that unlawful discrimination includes stereotyping prejudice and bullying. There are three types of discrimination:-
11. Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic. This covers discrimination based on association or perception. In general direct discrimination cannot be justified. There are exemptions for schools such as the content of the curriculum and provisions for single sex sport or a genuine occupational requirement for staff.
12. Indirect discrimination occurs if a provision, criterion or practice which applies to everyone across the board has the effect of disadvantaging people possessing a protected characteristic. This applies if it is intentional or not. It does not apply if it is a proportionate means of achieving a legitimate aim. For example achieving higher academic standards or compliance with health and safety requirements.
13. Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment by showing that it is a proportionate means of achieving a legitimate aim. Disability covers sensory, physical and mental impairment which has a long term and substantially adverse effect on a person's ability to carry out normal day to day activities. The school will seek to anticipate adjustments required prior to any specific diagnosis. The Sandon School accepts there is a duty to make reasonable adjustments by changing
  - provisions, criteria and practices that relate to the day to day running of the school.
  - auxiliary aid and services.
  - physical features such as providing better access for disabled people.
14. The Sandon School wishes to avoid so far as possible by reasonable means a long term ( the impairment has lasted or is likely to last for at least 12 months or the rest of the affected person's life) and substantial (more than minor or trivial) disadvantage caused by disability. We can only make adjustments when we have information that enables us to do so or we have been able to anticipate the need. The Sandon School understands that some people choose not to disclose their difficulty whilst others are unaware that this amounts to a disability.
15. Unlawful 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.
16. This Policy does not mean that everybody will be treated equally. Different people need to be treated in different ways depending on their requirements. The Sandon School will take positive action to tackle particular disadvantages both in anticipatory and responsive care. We will recognise the disadvantages of any group having protected characteristics to see that their needs are met and they participate as fully as possible in the education and activities of the School.

## **EQUALITY DUTIES**

17. The Equality Act 2010 provides one duty which covers all of the protected characteristics. This single public sector equality duty requires The Sandon School to
- Eliminate discrimination harassment and victimisation
  - Advance equality of opportunity
  - Foster good relations
18. Harassment means violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discriminating because of a previous complaint. People should not be afraid to raise genuine concerns about discrimination because of fear of retaliation.
19. Advancing equality of opportunity involves, removing or minimising disadvantages, taking steps to meet people's needs, encouraging participation in any activity in which participation by such people is proportionately low.
20. Fostering good relations involves, tackling prejudice and promoting understanding

## **SCOPE**

21. This policy applies to all aspects of school life with the intent that there is no unlawful discrimination against people with a protected characteristic. The scope includes:
- all employment practices.(see Appendix D which also covers volunteers so far as appropriate)
  - the delivery of curriculum, teaching and learning and classroom practice
  - student admissions and attendance
  - students' attainment and progress
  - student behaviour, discipline and exclusions
  - students' career guidance
  - students' personal development and pastoral care
  - students' academic options
  - school trips and all extra curriculum activities
  - uniform rules, dress codes and appearance rules
  - prospective students and former students if there is a continuous relationship based on them having been a student at this school
  - membership of the Governing Board
  - partnerships with parents, carers and communities
  - procurement

It is intended that this policy applies to the whole school community including visitors when appropriate.

## **TEACHING AND LEARNING**

22. The Sandon School stresses the importance of equality as a dimension of teaching and learning and requires:
- Education that combats unlawful discrimination that may be caused by intolerance or ignorance.
  - Education that values diversity and promotes understanding and respect. In particular we may misinterpret or fail to understand those who are different because of our own cultural conventions.
  - Fairness that is demonstrated by effective communication.
  - Prevention of stereotyping and lack of awareness and encouragement of positive attitudes towards the differences of individuals.
  - The use of its best endeavours to provide equal access to the curriculum for all students.
  - The use of the resources of the school and the teaching methods and styles that take account of the needs of students with different backgrounds.
  - That our school is educationally inclusive and recognises that each student has a voice and that we listen and respond appropriately.

## **RESPONSIBILITIES**

23. The Governing Board will ensure that the school complies with the appropriate legislation and that this policy and any related procedures are implemented and monitored.
24. The Headteacher will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities. The Headteacher will arrange an annual report to the Governing Board on the operation and effectiveness of this policy and in particular with the progress on the Access Plan and the Equality Objectives.
25. All staff with management roles have additional responsibility to ensure The Sandon 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.
26. All staff and volunteers must:
- Deal with incidents, knowing how to identify failure to provide equality of opportunities and fair treatment
  - Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity
  - Foster good relations
  - Lead by example with their attitude and behaviour
  - Be willing to acknowledge and encourage good practice
27. All staff, volunteers and governors will undertake appropriate training.
28. Parents, carers, visitors and contractors should where appropriate be made aware of this policy.
29. All members of the school community must recognise that each individual has to uphold the law and the principles of fairness and equality.

## **MONITORING & ADVANCEMENT**

30. The Sandon School recognises that genuine equality can only be achieved by monitoring what is actually happening and then using this information to improve and advance future action. The Headteacher will implement appropriate procedures necessary for the assessment of this policy. Advancing equality means having due regard to its duties. The Sandon School will consider equality implications before making decisions. There will be a staff equality manager (Jacqueline Beavis ) and a governor responsible for equality (Duncan Robertson).

## **COMPLIANCE & CONCERNS**

31. All persons who do not comply with this policy, in particular staff and students, may be liable to disciplinary action. Staff will normal pursue concerns as a Grievance. Other adults only should pursue complaints using the Complaints Policy of The Sandon School. They are encouraged initially to pursue matters as a concern under that Policy. If matters cannot be resolved under the school's policies and procedures the Equality Advisory and Support Service may assist. Concerns relating to this policy should initially be raised with the Equality Manager. Complaints will be treated with discretion and in confidence wherever possible but anonymity cannot be guaranteed.

## **POLICY REVIEW**

The policy was developed in consultation with all stakeholders. This policy will be well publicised. It will be reviewed at least every year. It was adopted by the Governing Body on 19 March 2018..