

# Sir Roger Manwood's School



## Single Equality Scheme

2019-2020

## 1. Introduction

1.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender) and of maternity and pregnancy, religion and belief, and sexual identity.

1.2 The school complies with the specific duties of the Equality Act to publish equality information annually and to set and publish equality objectives at least every four years. This information would usually be published on the school website.

1.3 This Equality Scheme brings together all previous policies, schemes and action plans around equality.

1.4 This scheme is a whole school policy which is closely linked with a number of other whole school policies, including but not limited to:

- Admissions Arrangements
- Teaching and Learning
- Special Educational Needs and Disabilities
- Behaviour for Learning
- Exclusion
- Recruitment and Selection
- Accessibility Plan
- Staff appraisal
- Racist Incident Policy

## 2. Guiding Principles

2.1 In fulfilling our legal obligations, we are guided by nine principles:

### 2.1.1 Principle 1: All learners and staff are of equal value

- We see all learners, potential learners, their parents/carers and members of staff as 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
- Whatever their sexual identity

### 2.1.2 Principle 2: We recognise and respect difference

Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must

nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that difference cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls, women and men, are recognised
- Religion, belief or faith background
- Sexual identity

### **2.1.3 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 national status, and an absence of prejudice-related bullying and incidents Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **2.1.4 Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment, promotion and continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity

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

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:

- Disabled (including those with intermittent medical needs) and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Women and men
- People of differing sexual identity

#### **2.1.6 Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men
- People of differing sexual identity
- Parents, carers, community and governor links

#### **2.1.7 Principle 7: Society 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 and including those with intermittent medical needs People of a wide range of ethnic, cultural and religious backgrounds Both women and men People of differing sexual identity Parents, carers, community and governor links

#### **2.1.8 Principle 8: We base our policies and practices on sound evidence**

We maintain information which shows our compliance with the public sector equality duty and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

#### **2.1.9 Principle 9: Measurable objectives**

We formulate specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and, as required by the Equality Act, report annually on progress towards achieving them.

### **3 The curriculum**

3.1 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

3.2 All pupils are encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.

3.3 Every member of staff understands their responsibility for establishing a positive climate for debate and extending opportunities for discussion. They address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.

### **4 Ethos and organisation**

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

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and wellbeing;
- teaching styles and strategies;
- admissions and attendance;
- staff 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

### **5 Addressing prejudice and prejudice-related bullying**

5.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraph 1. These include:

- Prejudices around disability, special educational needs and students with medical 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, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

5.2 We keep a record of prejudice related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

5.3 Prejudice related incidents are identified, assessed, recorded and dealt with in compliance with our anti-bullying policy.

## **6 Roles and responsibilities**

6.1 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.

6.2 Two governing body committees (Student Progress and Wellbeing, and Pay & Personnel) have joint consideration regarding the implementation of this policy.

6.3 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.

6.4 A member of the Senior Leadership Team, Assistant Head – Pastoral, has day to day responsibility for co-ordinating implementation of this policy.

6.5 All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur
- Plan and deliver curricula and lessons that reflect the guiding principles
- Differentiate where appropriate for identified groups within lessons in line with this policy

## **7 Information and resources**

7.1 We ensure that the contents of this policy are known to all staff and governors and as appropriate to all pupils and their parents and carers.

## **8 Religious observance**

8.1 We respect the religious beliefs and practice of all staff, pupils and parents and aim to comply with reasonable requests relating to religious observance and practice.

## **9 Staff development and training**

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

9.2 This is facilitated through the appraisal process.

## **10 Breaches of the policy**

10.1 Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, in line with our grievance, capability or disciplinary procedure as appropriate and as determined by the Headteacher.

## **11 Monitoring and review**

11.1 We collect, analyse and use data in relation to employment, performance and achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender.

11.2 In conjunction with good teaching and learning practice and school based interventions, the impact of this policy will be evidenced in positive pupil attainment and achievement.

11.3 We will publish our equality scheme and objectives.

11.4 We will review and revise the scheme every four years

11.5 We will consult with relevant stakeholders in setting objectives.

## EQUALITY INFORMATION: PUBLISHED SEPTEMBER 2019

Information about the pupil population expressed as a percentage of students on roll as of September 2019 (1022) by protected characteristic:

- Disability: The Equality Act says that a person has a disability if they have:  
“a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”, substantial meaning being more than minor or trivial, long-term meaning lasting, or likely to last, for at least 12 months and physical or mental impairment including learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, developmental coordination disorder, autism, and speech, language and communication difficulties.

Using this definition, we have 84 pupils on roll (8.2%) who are classed as disabled

- Special Educational Needs Provision (I): 7.4%
- Sex: Female -51%; Male - 49%
- Heritage groups: further information about our equality provision can be sought from the school directly
- Pregnancy and maternity: further information about our equality provision can be sought from the school directly
- Religion and belief: we do not collect information on religion and belief
- Gender identity or reassignment: we do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment
- Sexual identity: we do not collect data on the sexual identity of our pupils

In addition to pupils with protected characteristics, we can provide further information on the following groups of pupils expressed as a percentage of total number of students on roll:

- Pupils with an EHCP: 0.2%
- Pupils with English as an additional language: 0.6%
- Looked after children (including Special Guardianship): 5
- Pupils eligible for Pupil Premium:
  - Y7 – 10 students; 6.3%
  - Y8 – 10 students; 6.3%
  - Y9 – 12 students; 7.5%
  - Y10 – 13 students; 8.2%
  - Y11 – 11 students; 6.9%
  - Average 7.04%

## **EQUALITY OBJECTIVES – PUBLISHED SEPTEMBER 2019**

Requirement as a school:

Along with having an equality policy, we are obligated to set and publish equality objectives every four years. These objectives need to be specific and measurable; demonstrating a clear link to the protected characteristics of the Equality Act 2010.

Objectives:

- To promote cultural understanding between different ethnic and religious groups within our school community
- To increase awareness of, and the use of, language sensitively around individuals that might have protected characteristics
- To foster good relationships in the school between those who have different protected characteristics
- To reduce or remove inequalities in progress throughout the school by increasing staff understanding of equality and its implications on a day to day basis, with a focus on boys' progress compared to girls' progress, and the progress of SEN and disadvantaged pupils (as measured using the Pupil Premium metric)