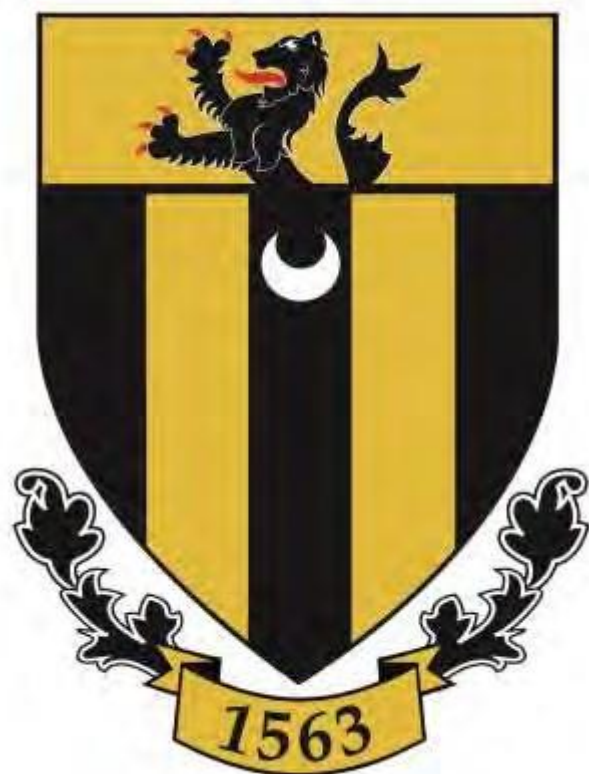


Sir Roger Manwood's School



Single Equality Scheme

2024-2025

1. Introduction

1.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with respect to the “protected characteristics” of the individual.

The act, and this policy recognises nine “protected characteristics” of the individual:-

- Race (nationality, ethnic background or heritage)
- Disability (physical or sensory impairments, mental health difficulties, long term medical conditions, learning difficulties, neuro diverse conditions such as dyslexia, ASD, ADHD);
- Sex (female, male);
- Gender reassignment (Transsexual, transgender);
- Age;
- Sexual orientation;
- Religion/belief (people from different faith groups, people with a philosophical belief, people with no religion or belief);
- Pregnancy/maternity;
- Marriage/civil partnership status.

The Act, and this policy, also recognises the following types of discrimination:-

- Direct discrimination, including association and perception discrimination;
- Indirect discrimination;
- Harassment;
- Victimization;
- Discrimination arising from disability;
- Failure to make reasonable adjustment.

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
- Teaching and Learning
- Special Educational Needs and Disabilities
- Behaviour for Learning
- Recruitment

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, with respect to the protected characteristics identified in the Act.

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 the protected characteristics recognised in the Act.

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/transphobic 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 consistent with respect to the protected characteristics of the individual.

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 based on:-

- Race

- Disability;
- Sex;
- Gender reassignment;
- Age;
- Sexual orientation;
- Religion/belief;
- Pregnancy/maternity;

2.1.6 Principle 6: Policy updates

We update our policy in response to government guidelines and additional information. This additional information may arise from those affected by the policy or activity relating to the policy.

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 orientation, and gender identity;
- Parents, carers, community and governor links.

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

We aim to comply with the public sector equality duty and may integrate identified aspects into our self-evaluation documentation.

2.1.9 Principle 9: Measurable objectives

Specific and measurable equality objectives may be identified by taking into account national and local priorities and issues, as well as local information. Where useful these equality objectives are integrated into the school improvement plan and subject to an annual progress report as required by the Equality Act.

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 around the protected characteristics of the individual, which stand in the way of fulfilling the legal duties referred to in paragraph

1. These include prejudice based on:-

- Race/community
- Disability;
- Sex;
- Gender reassignment;
- Age;
- Sexual orientation;
- Religion/belief;
- Pregnancy/maternity;
- Marriage/civil partnership status

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
- 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 As deemed appropriate 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 annually.

12. Useful links:-

- Community cohesion guidance:

<http://www.tedcandle.co.uk/publications/029%20Guidance%20on%20duty%20to%20promote%20community%20cohesion%20in%20school.pdf>

- DfE Disability Toolkit:

<https://assets.publishing.service.gov.uk/media/5a7e418ee5274a2e8ab46d6d/Comm-Data-Toolkit-P1.pdf>

<https://assets.publishing.service.gov.uk/media/5a7e2ccc40f0b62302689a65/Comm-Data-Toolkit-P2.pdf>

https://assets.publishing.service.gov.uk/media/60fff9b8d3bf7f0452a7a939/National-Disability-Strategy_web-accessible-pdf.pdf

- Equalities and Human Rights Commission:

<http://www.equalityhumanrights.com/>

- Government Equalities Office:

<http://www.equalities.gov.uk/>

- Kent LA Inclusion and Achievement Advisers (SSIP-SS):

<http://www.kelsi.org.uk/news-and-events/news/primary/inclusion-support-servicekent-issk-have-you-seen-our-updated-information-on-the-edukent-website>

- Religion, spirituality, faiths and beliefs in Kent :

http://kentchildcare.proceduresonline.com/pdfs/culture_comp_policy.pdf

- Looked After Children and Young People:

<https://www.nice.org.uk/guidance/ph28>

- Ofsted Inspection documents relating to equalities:

<https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

- Racial and bullying Incidents on-line reporting Form

<http://www.kelsi.org.uk/school-management/data-and-reporting/managementinformation/racial-and-bullying-reporting>

- School Guidance:

<https://www.gov.uk/government/collections/statutory-guidance-schools>

EQUALITY INFORMATION: PUBLISHED SEPTEMBER 2024

Information about the pupil population expressed as a percentage of Year 7 to Year 11 students on roll (781) 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, of pupils on roll, we have 20.5% classed as disabled
- Special Educational Needs: 16%
- Sex: 51% female and 49% male
- 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: 0.29% (3 students)
- Pupils with English as an additional language: 6.4% (67 students not including 6 German guest students in Y12)
- Looked after children (including Special Guardianship): 6
- Pupils eligible for Pupil Premium (including FSM, FSM6, CiC, Services, Adopted):

Year	Number	% of year	% of Y7-Y11
Y7	21	14.8	1.5
Y8	12	7.5	1.6
Y9	22	14.4	2.8
Y10	14	8.8	1.8
Y11	16	10.1	2.1
Y7-Y11	85	n/a	11.1

EQUALITY OBJECTIVES – PUBLISHED SEPTEMBER 2024

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)