



## School Equality Scheme

Date Policy Updated:	September 2023
Leadership responsibility:	Mr G Sonuga
To Present to Governors:	September 2023
Date Policy Ratified:	Next governing body meeting
Date for next Review:	September 2027

## 1. Contents

<b>2. Vision, Values and Context</b> .....	<b>5</b>
Our approach to equality is based on the following 7 key principles .....	5
<b>3. Purpose of the policy</b> .....	<b>6</b>
The Public Sector Equality Duty or “general duty” .....	6
Two ‘Specific duties’ .....	6
<b>4. Development of the policy</b> .....	<b>6</b>
What we are doing to eliminate discrimination, harassment and victimisation .....	7
Behaviour, Exclusions and Attendance .....	7
<b>5. Addressing prejudice and prejudice based bullying</b> .....	<b>7</b>
What we are doing to advance equality of opportunity between different groups .....	8
Special Educational Needs and Disability (SEND) Offer .....	9
Positive Action .....	9
What we are doing to foster good relations .....	9
Other ways we address equality issues.....	9
Roles and Responsibilities .....	10
Governing body .....	10
Headteacher and Leadership Team .....	10
Teaching and Support Staff .....	10
Visitors.....	11
<b>6. Equal Opportunities for staff</b> .....	<b>11</b>
Disseminating the policy .....	11
<b>7. Equality Objectives</b> .....	<b>11</b>
<b>8. Monitoring arrangements</b> .....	<b>12</b>
<b>9. Links with other policies</b> .....	<b>12</b>
<b>APPENDIX 1</b> .....	<b>13</b>
Check list for school staff and governors .....	13

## ***Vision Statement***

### ***Believe Strive Succeed***

***Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.***

***1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'***

## **2. Vision, Values and Context**

Bishop Stopford's School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We enable students to gain a knowledge of the Christian faith and respect for its values whilst respecting also the beliefs and values of those of other faiths and those of no faith.

We recognise that we must actively promote positive attitudes towards all groups in the community and within the school.

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.

### **Our approach to equality is based on the following 7 key principles**

1. 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.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and 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, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We prepare students for life in modern Britain, we encourage students to discuss diversity and share ideas and thus enable them to recognise radical or extremist ideologies that may be harmful to their well-being and safety.
4. 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. We promote fundamental British values and an appreciation of democracy, liberty and the rule of law.

5. 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.
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.
7. 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.

### **3. Purpose of the policy**

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 treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

#### **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

#### **Two ‘Specific duties’**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 2015
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

### **4. Development of the policy**

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the current Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs and disability.

## **What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

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 children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 through student voice and have full consultation with Staff.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **5. Addressing prejudice and prejudice based bullying**

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 and disability
- prejudices around race, religion or belief, for example anti-Semitism and Islam phobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Prejudice-related incidents should be identified, assessed, recorded and dealt with in accordance with the behaviour policy. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

## **What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.

We collect data and monitor progress and outcomes 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 number skills.

### **We collect, analyse and publish data:**

- on the school population by gender and ethnicity;
- on the % of students identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

### **We publish an analysis of standards reached by different groups at the end of each key stage:**

- All Pupil Premium students
- Looked after Children (LAC)
- Safeguarding
- All Special Educational Needs and Disabilities (SEND)
- EAL
- DfE identified ethnic groups

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all students

We provide support to students at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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:

- SEND and non-SEND students
- students different ethnic, cultural and religious backgrounds
- students and boys (Post-16)

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

We have implemented an accessibility plan to be reviewed annually, designed to increase the extent to which students with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled students. In compliance with SEND statutory regulations 2014 we have published our SEND information pertaining to the new act on our website.

## **Special Educational Needs and Disability (SEND) Offer**

At Bishop Stopford's School we welcome everyone into our community and endeavour to make available inclusive provision to ensure that all students, including those students identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

## **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **What we are doing to foster good relations**

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We actively promote fundamental British values of tolerance and harmony by teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHCE and citizenship and across the curriculum.

- 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
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, **LGBTQ+** History month and Holocaust Memorial Day.
- We include Equalities matters in our Newsletters to Parents and Carers.

## **Other ways we address equality issues**

- We maintain records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.

The implications for equalities on new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events

- review feedback and responses from the students and groups of students, from the school council, PSHE lessons, whole school surveys on children’s attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body.

## **Roles and Responsibilities**

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 them to do this.

## **Governing body**

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. An allocated member of the governing body will ensure the implementation of this policy.

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 (eg surveys).

## **Headteacher and Leadership Team**

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. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

## **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur and be vigilant in recognising issues that may incite harm to others
- plan and deliver curricula and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.
- promote fundamental British values

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

## **Visitors**

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 in school newsletters and on the School Website to enable them to do this.

## **6. Equal Opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. 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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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.

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

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

## **Disseminating the policy**

This Equality Policy is available:

- on the school website
- as paper copies in the school office
- in the staff handbook
- on display for visitors, including parents and carers
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

There is a synergy between the school's equality objectives and those of the school development plan (SDP). The equality action plan is subsumed within the SDP.

## **7. Equality Objectives**

### **Objective 1**

- To promote equal opportunities for its entire workforce, including both teachers and support staff

#### Objective 2

- As several school governors come to the end of their term of office, ensure governor representation remain diverse

#### Objective 3

- To continue to evaluate the diversity of the school curriculum through subject leadership, monitoring and year group planning

## **8. Monitoring arrangements**

The Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body

## **9. Links with other policies**

- There are references to equality in the behaviour, admissions, Special Educational Needs and Disability and anti-bullying policies.
- Accessibility plan
- Risk assessment

## **APPENDIX 1**

### **Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Peace One Day, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves  
Procedures for the election of parent governors are open to candidates and voters who are disabled.



## APPENDIX 2

### LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential so that they 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.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

### SUMMARY OF LEGISLATIVE REQUIREMENTS

#### The legal frameworks

---

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised below. As first published, they are:

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005  
Statutory Instrument 2005 No. 2966

The Race Relations Act 1976 (Statutory Duties) Order 2001  
Statutory Instrument 2003 No. 3458



The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006 Statutory Instrument 2006 No. 29

#### EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Bishop Stopford School will also comply with and have due regard to the following equalities legislation:

##### New Equality Act 2010

The Equality Bill has recently gone through parliament and became an Act on the 8th April 2010. It takes effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- Disability

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- Gender re-assignment

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- Pregnancy and maternity

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- Race



Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- Religion or belief

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- Sex

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- Sexual orientation

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- Age

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace.

Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The Employment Equality Regulations 2003 protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers



- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The Employment Equality (Sexual Orientation) Regulations 2003 and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

#### Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status"

#### Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

#### Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

#### The Equality Act (Sexual Orientation) Regulations 2007



Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.