



### **Equality Plan - Check list for school staff and governors**

1. Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
2. How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
3. Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
4. Does the curriculum include opportunities to understand the issues related to race, disability and gender?
5. Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
6. Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
7. Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as tutorial time and class assemblies?
8. Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
9. Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
10. Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
11. Are procedures for the election of parent governors open to candidates and voters who are disabled?



## Equality Plan

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### 1. Mission statement

At Thomas Keble School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment



which champions respect for all. At Thomas Keble School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and implements actions designed to minimise any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.



### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, ability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and accounted for.

### **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Thomas Keble School.

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. However, we will strive, wherever possible, for the staffing of the school to reflect the diversity of our community.

#### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;



- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

##### **Public Sector Equality Duty (2011)**

The PSED is wider than the previous equality duty in that it now covers the following “protected characteristics”:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief and sexual orientation

The PSED also applies to marriage and civil partnership but only in respect of the first aim of the general duty detailed below.

A person’s age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. However, the PSED in respect of age does not apply to functions relating to the provision of education, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

**Under the Public Sector Equality Duty, the school must have due regard to the need to:**



Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act.

Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

Foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimize disadvantage
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

For schools, having due regard means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time it develops policy and takes decisions, not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy. □ The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they take to meet the duty must be recorded.



#### **4a. Race Equality**

The definition of race includes colour, nationality and ethnic or national origins.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a longterm and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

#### **Legal duties**

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;



- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every four years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every four years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.



The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

## **5. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **6. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the bi-annual parent questionnaire, parents' evenings, parent-school forum meetings and feedback email.
- Input from staff surveys or through staff meetings and INSET
- Feedback from the school council, CPSHE lessons, whole school surveys on children's attitudes to self and school (PASS) and the GHLL Programme including the most recent mental health survey for Y8 students undertaken in summer 2015.
- Issues raised in annual reviews or reviews of progress on Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## **7. Roles and Responsibilities**

### **The role of governors**



The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

#### **The role of the headteacher/principal (or senior leader responsible for Equalities)**

- To implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- To ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

#### **The role of all staff: teaching and non-teaching**



- To ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- To strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- To challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- To support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 8. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

**Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic.

**Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### What is a discriminatory incident?

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**Harassment** is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the Act. Eg. Making an allegation of discrimination.

### **Types of discriminatory incident**

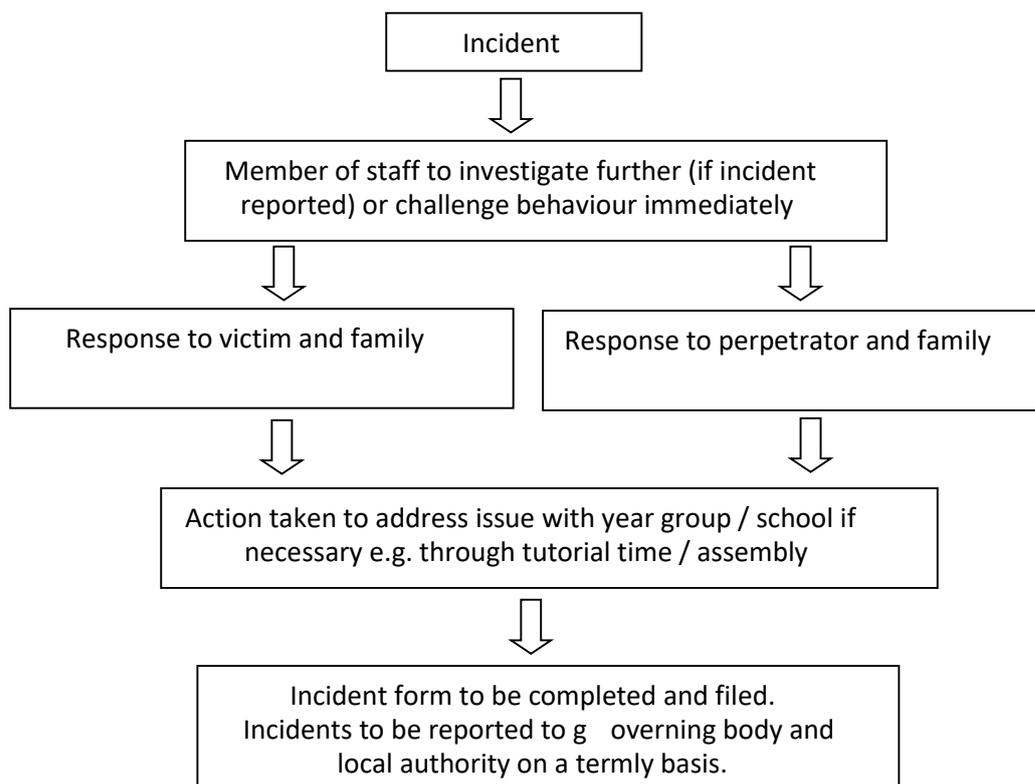
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



### Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



### 9. Review of progress and impact

The objectives have been agreed by our governing body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress



against our Equality objectives annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **10. Publishing the plan**

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Publication of information in future years will include evidence of the progress made against the objectives set. The information released can for example include minutes from governing body meetings that demonstrates progress.

**It will also form part of our school detailed self-evaluation document published annually**



## Appendix A

### ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

#### The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented and student leader programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

#### The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts.
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).
- A clear behavioural policy that can be transparently and fairly applied to all students to ensure all students are treated equally. This will be published on the school website for information.

### PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS



## The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Recruit disabled people to the school if they are the best candidate and support them in their work and career development, and try to reflect the diversity of the school community in its workforce.
- Recruit disabled people to the governing body wherever possible and make reasonable adjustments to ensure that they can fully participate and contribute.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Help children and young people to understand other and value diversity.
- Promote shared values, awareness of human rights and how to apply and defend them.
- Develop skills of participation and responsible action – for example through citizenship education.

## ELIMINATING DISCRIMINATION AND HARASSMENT

### The school will:

- Include equality perspectives in its approach to anti bullying;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
  
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.



## MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the detailed school self-evaluation document on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.