

# **Frederick Gough School**

## **Equality Policy**



The public sector equality duty is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act. This policy defines how we meet the requirements of this duty.

### **Approved by the Governing Body in May 2023**

This policy has been developed and implemented in consultation with the wider school community including pupils, parents/carers, staff, governors and relevant partner agencies.

Headteacher with overall responsibility	Mr B Lawrance
Senior staff in charge of monitoring the outcomes of the policy	Ms P. A. Wooddisse

### **Location and dissemination of policy**

The Policy is located with Head teacher, all relevant staff, Governors, available to parents and carers- (via the main office and on the school website), local agencies as appropriate.

A relevant student friendly version has been shared with the school council members.

### **Links to other Policies:**

This policy replaces the former policies embracing equal opportunities and diversity. It links up with Child Protection and safeguarding, confidentiality, behaviour, SEN and inclusion, exclusions, anti-bullying and the Every Child Matters Outcomes, SMSC, the accessibility plan

### **Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.
2. (See separate Equality Act 2010: Public sector equality duty section)
3. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
4. We recognise that these duties reflect international human rights standards as expressed in the Disabilities, UN Convention on the Rights of the Child, the UN Convention on the Rights of People with and the Human Rights Act of 1998.

### **Purpose of the Policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. This means that schools cannot discriminate against pupils (or staff) or treat them less favourably because of their sex, race, disability, religion, gender reassignment, sexual orientation, pregnancy or maternity.

## **Equality Objectives:**

To eliminate prejudice and remove barriers to success and happiness for all members of our community.

Our specific and current foci within this overarching aim are to:

1. Continue to improve our monitoring and evaluation of equality effectiveness by identifying factors, through student voice and staff reflection, which may limit the progress of students' achievement (by race, sex, disability and other protected characteristics) and act on any trends or patterns in the data that require additional support for students.
2. Raise levels of attainment for vulnerable learners
3. Reduce/eliminate sexual harassment- to educate students and staff to know what it is and safely challenge sexual harassment through the "We're Better Than That." programme.

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex
- whatever their gender identity (gender reassignment)
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.
- groups of pupils whose prior attainment may be different from other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- pupils known to be in receipt of pupil premium funding
- young carers
- other groups we may identify as vulnerable

### **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 barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- gender identity

### **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:

- tolerance and understanding between different groups
- 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 sexist, sexual and homophobic harassment.

**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 and promotion, and in 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 sex, gender identity and sexual identity and with full respect for legal rights relating to pregnancy paternity and maternity.

**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 and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of different sexes
- people of all genders
- people of all sexual identities

**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
- people of different sexes
- people of all genders
- people of all sexual identities

We consult our School Council on behalf of the students, also parents and carers via parental surveys, teachers via surveys and ALS.

**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
- people of a wide range of ethnic, cultural and religious backgrounds
- people of different sexes
- people of all genders
- people of all sexual identities

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

We maintain quantitative and qualitative information on the basis of which we then decide upon specific and measurable actions which shows our progress towards greater equality. This is in relation to:

- Disability
- Ethnicity, religion and culture
- Sex
- Gender identity

**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 and published (principle 8).

### **How we consult and involve those affected by inequality:**

- Identify groups that are affected by inequality, issues that arise and actions to be taken through analysis of attendance, student surveys, student discussion, behaviour analysis, attainment, Pupil Equity Advocates and Adolescent Lifestyle Survey.
- Promote student voice through School council, the LGBT Club and The Charities Committee which not only helps students to express how they feel and what they would like to change but empowers them to see their potential to be agents of the change they desire in a long term challenge to inequality
- Create assemblies/ Word of the Week videos/ videos for form time that address student and social inequality and embed a culture of accepting a group and individual responsibility to bring about a fair and safe community for all.
- Through the “We’re Better Than That’ programme.
- Diversity Incident forms are used for incidents and monitored by SLT and governing body.

We recognise that the actions resulting from a policy statement, such as this, are what makes a difference. We have a checklist for staff and Governors (see Appendix 1) of actions and things of which we have identified and which take into account national and local priorities and issues, as appropriate. We will keep our equality checklist actions and things of which to be aware under review and amend this policy as appropriate.

### **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out above in and in our whole school development plan.

### **Ethos and organisation**

We ensure the principles listed in 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 well-being
- 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.

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

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational 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

There is guidance in the staff handbook and our anti-bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. See **Appendix 2** for the form we fill in that demonstrates how we report persistent discrimination and equality related bullying (used primarily by Learning Coordinators and senior staff)

We keep a record of prejudice-related incidents and 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. See **Appendix 2**

### **Examples of our compliance with the Equality Act**

- Age: separate year 7 space in case of wet break and Year 7 play area. A space set aside for our youngest students
- Sex: single sex provision is maintained and respected. For example, all student toilets are fully private and self contained including washing and sanitary provision. This provides for the dignity and privacy of all students.
- Race and gender identity: we have ensured that all uniform policies (including hair and jewellery) are respectful and considerate of all students. We ensure that different races and cultural views are represented in our Read Aloud program. We have sensitive discussion, recording and education as a result of any issue of diversity.
- Student Council provides a feedback route for students to raise concerns and requests an 'open door' policy of staff including senior leaders. We have regular student surveys.

### **Roles and responsibilities**

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 including ensuring that the equality information and objectives as set out in this statement are published and communicated throughout the school and that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

The governing body have a watching brief regarding the implementation of this policy.

The headteacher (Mr B Lawrance) 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 (Miss P A Wooddisse) has day-to-day responsibility for co-ordinating implementation of the policy and to monitor success in achieving the objectives and report back to governors.

**All staff** (teaching and support) are expected to:

- promote an inclusive and collaborative ethos in their classroom
- do their part to narrow the gaps between the performances of different groups of pupils within school and compared to pupils nationally through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- manage behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- consider pupils' spiritual, moral, social and cultural development, particularly in relation to the skills and attitudes which enable them to participate fully and positively in a democratic, modern Britain and appreciate the range of different cultures and those of diverse backgrounds within school and further afield

We will provide training and guidance as necessary to deliver these expectations to all our staff.

### **Equal opportunities for 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 and secular beliefs and practice of all staff, pupils 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
- We also have a separate whistle blowing policy (stored at the main office / or see school website).

### **All pupils should always:**

- try their best and be nice to themselves and others
- be respectful and be courteous to others however different their home background, race, religion, sex, sexual identity and gender identity or socio-economic background may be
- try and be receptive to learning about those from backgrounds different to their own
- stop bullying of any description should they see it / report incidents so they can be dealt with immediately
- follow the Positive Behaviour Policy in the pupil planner.

### **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 to enable them to do this.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils (via the school council) and their parents and carers and visitors to our school site.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

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

### **Staff development and training**

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.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments on an annual basis as appropriate (see our checklist – **appendix A.** )

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and sex. (Via school records / SISRA analytics)

### **Additional Information: We're Better Than That.**

The objective of the whole school programme "We're Better Than That." is to educate and challenge instances of sexism and misogyny. We are doing this through:

- Inset for staff teaching about the impact of sexism on all students and how to identify sexism and misogyny.
- Inset for staff on how to challenge incidents of sexism and misogyny in a manner that supports students' understanding, self respect and self empowerment.
- Actions for the recording and reporting of incidents of sexism and misogyny in order to identify specific areas to action.
- Education and support for students either enacting incidents of sexism and misogyny or who are impacted by them.
- Contact with parents and carers of students (when relevant) to ensure a whole community support for equality and give parents and carers the opportunity to further engage with the education and support of their child or children.

### **Appendices**

See separate school access plan, stored with the main office who will contact E Scatola (Head teachers PA)

See J. Rosie (Assistant head teacher and SENCO) for information on how we improve access to learning and provide additional support for vulnerable students and how we monitor their progress. Vulnerable children will be discussed at ECM meetings with learning coordinators every fortnight. Learning coordinators or the inclusion team will then follow this matter through.

The SEND information can be found on the school website.

Use of data

See L. Dillon, Assistant Head teacher with overall responsibility for school data

For how data is used to improve achievement see subject coordinators and teachers, for how we manage attendance and exclusions see learning coordinators / inclusion team and J. Lamming for staff CPD records

Please see separate Anti-Bullying policy, stored with the main office /E Scatola or see school website –R Eyre has responsibility for this area.

### **Appendix 1. Annual checklist / monitoring for school staff and governors.**

- The school collects information and data on race, disability and sex with regards to both pupils and staff, e.g. pupil 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 plan and objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil 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 and monitors progress on reaching these objectives
- A senior member of staff (P. A. Wooddisse) 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 and protected characteristics.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy

- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference. This could be via specific lessons e.g. RE, citizenship, wider curriculum experiences, or promoted via the whole school SMSC provision (see audits on school website and with Mrs P Wooddisse)
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. Optimum challenges and the school council, extra-curricular activities
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups, for example, sex and race) 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 year assemblies
- The school takes part in events / initiatives. Examples include raising money for charities the students chose-see school charity committee). Recent initiatives include: Just One Thing (a way to support different members of the school, local and international community), LGBT celebrations
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment (e.g. a hearing loop in the auditorium, a visual impairment team.)
- 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, pupils and staff are considered in the publishing and sending out of information.
- Staff receive a back to work interview after absence in order to support their health and well being. Staff who have on-going health concerns have regular interviews with M. Dalton (deputy head) to assess and support their needs.
- 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 Incident Report Form (DI 1)

For use where there is an incident of racist bullying, or any other form of bullying, discrimination, and harassment.  
An Incident Report form is legally required for racist incidents but recommended for other aspects of diversity.

Name of school/young persons' establishment/service.

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Date, Time and Location of Incident

.....

.....

Type of Incident/Abuse (Please Tick)	Racist	<input type="checkbox"/>	Homophobic	<input type="checkbox"/>	Disability	<input type="checkbox"/>
	Religious	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Other	<input type="checkbox"/>

Please make brief notes of incident and include effects on victim/recipients, medical treatment required, counselling undertaken, etc. If necessary, please attach additional sheet and any action taken, e.g. warning, removal of graffiti etc.

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NB It may be useful to record, if known and relevant in any type of incident of bullying, discrimination and harassment, details of the ethnic background, religion, nature of disability or sexual identity of those involved.

**Nature of Abuse (please tick):**

Serious or sustained verbal abuse/name calling/ joke making/spreading rumours or lies/stalking	<input type="checkbox"/>	Graffiti or Text or IT related abuse	<input type="checkbox"/>
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Circulation of offensive literature/ wearing of offensive badges and insignia	<input type="checkbox"/>	Refusal to work/study with another pupil	<input type="checkbox"/>
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Serious or sustained physical or sexual attack / fight or threat/sustained ostracism	<input type="checkbox"/>	Others (specify) .....
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Was the incident reported by (please tick): Observer of incident?

☐

Victim of incident?

☐

Other (please specify, e.g. parent /carer, teacher

etc.).....

**Action Planned/ taken (please tick):**

Discussion with those involved?	Discussion with staff of school (staff meeting etc.)?	School senior management team meeting/action?	Involvement of external agencies?
With Governors?	With pupil/s class(es)?	With pupil's parents/carers?	Has the matter been discussed beyond school?

If you require any further advice please contact:

Karen Hackett, School Improvement Officer (Standards and Effectiveness): 07385 410798

Signed:..... Post Held:..... Date:.....

Signed (Head teacher):.....

COMPLETED FORMS SHOULD BE RETURNED TO [LSCSupport@northlincs.gov.uk](mailto:LSCSupport@northlincs.gov.uk) WITH A COPY TO THE CHAIR OF GOVERNORS. PLEASE MARK EMAILS 'PRIVATE AND CONFIDENTIAL'