



SINGLE EQUALITY POLICY

May Reid

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Signed – Governor

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Print Name

Date: December 2017

Review: December 2020

1. Introduction

1.1 This policy represents the response of the SLT and the Governing Body's commitment to meeting the Equality Act (2010). The policy sets out how our practice and policies will have due regard for the need to:

1. eliminate unlawful discrimination, harassment and victimisation;
2. advance equality of opportunity for students, staff and others using school facilities; and,
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1.2 This policy incorporates and therefore replaces previous public sector equality duties such as the School's Disability Equality Statement, Equal Opportunities Policy and its Race Relations Policy. It therefore encompasses the following protected characteristics:

- disability
- gender
- age
- ethnicity and race
- gender identity and reassignment
- religion and belief
- sexual orientation
- pregnancy and maternity
- marriage and civil partnerships

1.3 Our Single Equality Policy follows the Department for Children Schools and Families (DCSF) guidance on the actions that maintained schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance.

1.4 Most importantly, the duty and policy also supports the school's vision and value that we promote every day, that is, 'Dream, Believe, Achieve.'

2. Policy Statements

2.1 Falconer values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by every individual, to challenging prejudice, stereotyping and intolerance, and maintaining every individual's dignity and rights. It is committed to building equality considerations in from the start and at every level of the school: at strategic, policy, management and classroom level.

2.2 It will promote equality by encouraging and supporting students and staff to challenge prejudice, stereotyping and intolerance and will manage its policies, procedures and environment in ways that seek to maintain every individual's dignity and rights.

2.3 The School will not discriminate in the employment of staff on grounds of diversity. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. It will also make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

2.4 The School will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment, and conferring benefits, facilities or services. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student. Our plans recognise our duty to:

- increase the extent to which disabled students can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improve the delivery to disabled students of information which is provided in writing for students who are not disabled.

2.5 Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and, if necessary progressed through the relevant school disciplinary procedure or, if there is a case for prosecution, passed to the police.

3. Publishing & Monitoring Equality

3.1 The school equality objectives will be aligned with the Plan for School Improvement and thus shared with all staff and governors. We will also add the objectives to the Appendix of this policy and this will be published annually to parents via the school website. Its implementation will be monitored within the school's own self-evaluation review processes.

3.2 Through publishing this information, we will ensure that governors, staff, students and parents are aware of the value we place upon equality and diversity, the penalties that apply in the event of a breach, and our commitments under this policy. In addition to this, the school has in place the following documents providing further evidence of our compliance to the Equality Duty:

- Curriculum Policy
- SEND Policy
- G&T Policy
- Sex and Relationship Policy
- Termly Data checks by the Leadership Group
- Prospectus
- Staff Handbook
- Application forms for prospective employees
- Information pack for prospective employees

4. Information

4.1 Our Equality Impact Assessment process (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

4.2 Accordingly we will collect the following information:

- Incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- Data on the employment of all staff.
- Qualitative information from all employees or would-be employees. This will include an exit questionnaire.
- Performance and Reward data for all students – run analysis twice yearly
- Disciplinary data for all children – run analysis twice yearly
- Qualitative and quantitative information on the effect of interventions in regard to disabled children
- Collect information of disabled children at main feeder schools and in the local community
- Progression routes of all students

5. Consultation

5.1 It is recognised that the involvement of a variety of people is critical to the success of equality schemes. Parents and students were consulted on the development of this policy and action plan through focus group meetings, and staff have also been invited to contribute directly.

5.2 Parents and carers of students with disabilities are invited to coffee mornings every term, and we record and review the points raised in discussion.

5.3 We invite feedback from organisers of groups who rent our facilities for activities, and our website has details of how other site users can contact us about any issues, including equality.

5.4 Governors input to the policy and action plan through the work of the Curriculum, Achievement and Well-being committee (CAW).

6. Reporting

6.1 Reporting is an integral part of our single equality policy. Actions taken as a result of our equality impact assessments will be reported to the appropriate governors' committees on an ongoing basis, and our analyses will inform decisions regarding staffing, curriculum and premises development. Findings form part of the discussion with Directors of Learning on their annual Faculty Improvement Plans and in the drawing up of the school's annual Self Evaluation and School for Improvement Plan, and the school prospectus.

6.2 Progress on the action plan will be reported annually to the Curriculum, Achievement and Well-being Committee (CAW) by the member of the Leadership Group responsible for the plan. Our Single Equality Policy is reviewed every three years, or earlier if legislation changes.

7. Responsibilities

7.1 The Governing Body are responsible for:

- ensuring the School stays within the law and meets all its duties, including the general and the specific duties
- ensuring the Single Equality Policy is followed and the action plan is monitored annually
- striving to ensure that the membership of the Governing Body reflects the diversity of the communities served by the School
- ensuring that there is an Action Plan that demonstrates a commitment to eliminate discrimination and promote equality
- ensuring they receive and respond to monitoring information on staff via the Human Resources Committee
- ensuring they receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via the Curriculum Achievement Welfare Committee

7.2 The Headteacher is responsible for:

- giving a consistent and high profile lead on equality issues
- ensuring the Single Equality Policy is implemented and reported on

7.3 SLT and Subject Leaders are responsible for ensuring that:

- they are aware of the School's statutory duties in relation to equality legislation
- current and planned policies are assessed for their impact in relation to equality
- monitoring information is collected and analysed
- targets are set on the recruitment, retention and achievement of students based upon the analysis of the monitoring information

- quality assurance procedures include scrutiny of equality issues
- sections assess performance in relation to equality issues and take action as appropriate
- the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and educational visits take account of the need to promote equality
- the School's publicity materials present appropriate and positive messages about diversity
- students and staff induction programmes reflect the School's commitment to promote equality of opportunity
- staff, students and parents are consulted on and are aware of the School's response to equality and diversity
- the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy

7.4 Staff with specific responsibilities are responsible for:

- dealing with incidents of discrimination or harassment
- the School Manager is responsible for compiling an annual report on staffing in terms of equality indicators for the Human Resources Committee
- for monitoring and reporting on the recruitment, retention and achievement of different groups of learners, and for ensuring that appropriate training is included in the Plan for School Improvement.

7.5 All staff are responsible for:

- challenging inappropriate behaviour by students, staff, parents and visitors
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy
- keeping up-to-date with the law on equality and taking up relevant training
- ensuring their schemes of learning, lesson content and teaching resources demonstrate sensitivity to issues of equality

7.6 Contractors, partners, service providers and site supervisor are responsible for:

- complying with legislation on equality and not discriminating against any individual for any reason covered by this Policy
- following the School's Single Equality Policy and any equality conditions in contracts or agreements
- considering access arrangements for all when planning repairs or recommending modifications to the site and buildings.

7.7 Students, their parents and employers, and visitors to the School have a proportionate responsibility to:

- understand and act in accordance with the Policy
- comply with School policies and regulations in respect of equality and diversity

8. Reporting

8.1 Information collected will be used to:

- Report to the appropriate Governors' Committees
- Produce a summative report to Governors annually
- Take into account decisions regarding staffing, curriculum and premises development
- Form part of the discussion with Directors of Learning on their annual Faculty Improvement Plans and in the drawing up of the school's annual Self Evaluation and Improvement Plan

8.2 The action plan (see appendix) of the school in regard to equality will be published and discussed at agenda items of the Curriculum Achievement Welfare Committee, and Resources Committees

Appendix A

Single Equality Action Plan

The school's single equality action plan is a three year strategy (which will be updated annually). The scheme shows how our school will promote equality and remove discrimination in all areas of school life and is an appendix to the Plan for School Improvement.

1. ACTIONS IN PROGRESS	Start Date	Led by	Review Date
Action			
a) Subject Leaders to review schemes of learning in order to ensure they promote equality by encouraging and supporting students to challenge prejudice, stereotyping and intolerance on the grounds of disability, gender, race age, religion or belief or sexual orientation or other form of diversity.	Sept 2013		July 2018
b) Create an interface to collect and record any equality issues, suggestions or wishes that students, staff and users of our facilities would like us to consider.	Sept 2013		July 2018
c) Develop a focus group which involves parents and students from all diversity strands in order to seek feedback on all promotional material (e.g. new prospectus)	February 2014		July 2018
d) Through extended services, NEXUS and the school's Specialist School's Community Plan, build and strengthen partnership working with different community groups to strengthen community cohesion.	Sept 2014		July 2018
e) Review alternative PTC arrangements for vulnerable groups	Sept 2014		July 2018
f) Review the following documentation to ensure compliance with the Equality Act <ul style="list-style-type: none"> ▪ Application Forms ▪ Information Pack ▪ Staff Handbook ▪ Prospectus 	Sept 2014		July 2018