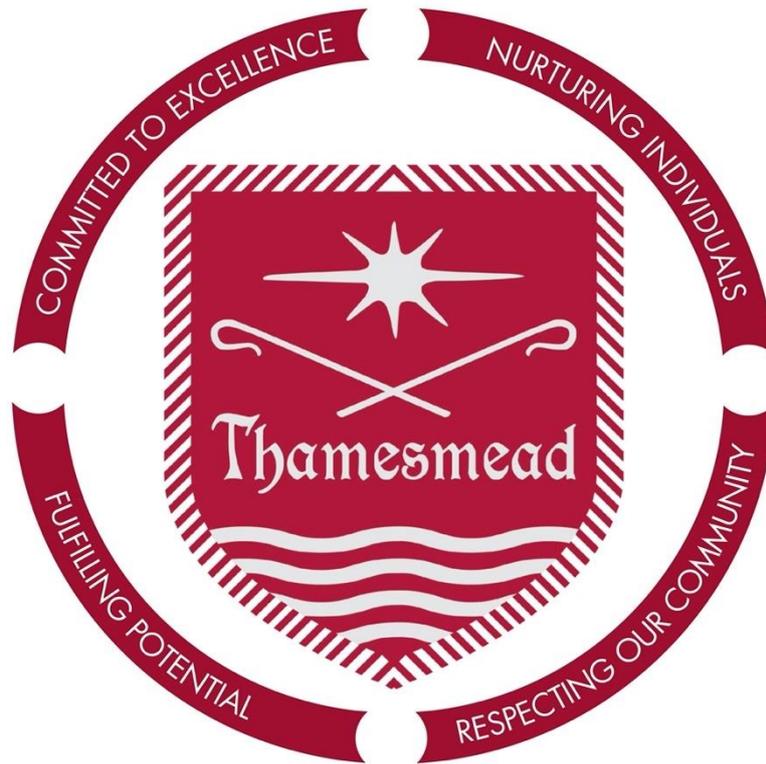


# THAMESMEAD SCHOOL



## EQUALITY POLICY

<b>Person Responsible</b>	<b>A Bate</b>
<b>Governors Committee</b>	<b>Personal Development Behaviour and Welfare</b>
<b>Date of Review</b>	<b>Spring 2020</b>
<b>Date of Next Review</b>	<b>Summer 2023</b>

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## 1. Introduction

At Thamesmead School, we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect
- We work hard to make sure that the school is a safe and secure environment for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some students extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School Council and Student Leadership Team
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of students, supports how we meet the needs of different groups of students and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Students from certain ethnic and cultural backgrounds
- Students who are supported by the student premium
- Students who are disabled
- Students who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

## 2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it (Appendix 1)
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### 4. Roles and responsibilities

**The governing body will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

**The Headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

**The Deputy Headteacher (Pastoral) will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9 of this policy .

## **5. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year as part of the school's programme for Continuous Professional Development.

The school has a designated member of staff for monitoring equality issues, they regularly liaise with staff and governors regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **7. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting a range of representatives from different community groups into school, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **8. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 9. Equality objectives

### **Objective 1:**

- *Narrowing achievement gaps in progress and attainment between groups of students, (including gender, disadvantaged and SEND)*

### **Objective 2:**

- *Developing student and staff understanding of protected characteristics and how equality and diversity can be better promoted*

### **Objective 3:**

- *Reviewing the curriculum to ensure that it meets the needs of all students by providing appropriate levels of challenge and supported by scaffolding and differentiation as necessary*

### **Objective 4:**

- *Reducing the number of internal and fixed term exclusions for SEND and Disadvantaged students*

## 10. Monitoring arrangements

The Deputy Headteacher (Pastoral) will update the equality information we publish, at least every year.

This document will be reviewed by governing body Personal Development Behaviour and Wellbeing Committee at least every 3 years.

This document will be approved by governing body Personal Development Behaviour and Wellbeing Committee and the Headteacher.

## 11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Educational Trips and Visits

# Appendix 1

## The Protected Characteristics: key points

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

### Age\*

The Act protects people of all ages (in a school context this applies to staff, parents and adult members of the community)

\* This does not apply to students in schools e.g who are taught in particular year groups.

### Disability

Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

We recognise our duty to make reasonable adjustments for staff, students and parents to help them overcome disadvantage resulting from an impairment.

### Gender reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender.

### Marriage and civil partnership

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected. This applies to employment.

### Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. A student may not be denied education because she is pregnant.

An employee's period of absence due to pregnancy-related illness cannot be taken into account when making a decision about her employment.

### Race

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups (eg Black Britons)

**Religion or belief**

In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words people are protected if they do not follow a certain religion or have no religion at all. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Humanism is a protected philosophical belief but political beliefs would not be protected.

**Sex**

Both men and women are protected under the Act.

**Sexual orientation**

The Act protects bisexual, gay, heterosexual and lesbian people.

## **Appendix 2**

### **Types of Discrimination Covered by the Equality Act 2010**

#### **DIRECT DISCRIMINATION**

Someone is treated less favourably than another person because of a protected characteristic (PC)

#### **DISCRIMINATION BY ASSOCIATION**

Direct discrimination against someone because they associate with another person who possesses a PC

#### **DISCRIMINATION BY PERCEPTION**

Direct discrimination against someone because the others think they possess a particular PC

#### **INDIRECT DISCRIMINATION**

Can occur when you have a rule or policy that applies to everyone but disadvantages a particular PC

#### **HARASSMENT**

Employees can now complain of behaviour they find offensive even if it is not directed at them

#### **HARASSMENT BY A THIRD PARTY**

Employers are potentially liable for harassment of their staff by people they don't employ

#### **VICTIMISATION**

Someone is treated badly because they have made/supported a complaint or grievance under the Act