

Equalities Policy

(Incorporating Race Equality Policy and
Disability Equality Scheme)

Queen Elizabeth Grammar School Penrith



Approved by:

Chair of Governors: T Boving Foster

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Headteacher: P Buckland

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Date: 10.12.2020

Review Date:

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to 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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. 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.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published in tutor rooms and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four 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 pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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 during inset days.

5. 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. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils 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 pupils

6. 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/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils 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

7. 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 pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

1. Our equality objective is to seek to ensure that every student achieves their potential irrespective of their gender, ethnicity, disability, religion or social background.

We aim to accomplish this by our established procedures for monitoring and mentoring students. Our progress is fully assessed annually by means of the student review processes which analyse student achievement.

2. To seek to ensure all staff are treated equitably regardless of age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status.
3. To offer a fully transparent process for recruitment and to ensure that all backgrounds are treated equitably throughout each stage of the process.
4. To continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups. Offering appropriate and focused intervention to support them, throughout each stage of their schooling. We focus on every student performing to the best of their ability and provide equal opportunity to do so.

9. Responsibilities and Implementation

The Governing Body

The Governors have overall responsibility for approving and reviewing this policy.

Senior Leadership Team (SLT)

- The Headteacher is responsible for raising awareness of this policy, major updating and dealing with complaints (see below).
- Any member of SLT should be alerted over concerns in this area. The Assistant Headteacher is responsible for any necessary training.
- All SLT should take due responsibility for their Line Managed areas.

Pastoral System

Heads of Year (HOY) are responsible for –

- Dealing with and recording any issues relating to students.
- Ensuring that the elements of Tutor Period programme which address such issues are implemented effectively.
- The PA to the Leadership Team should be informed about any racist incidents and completes the annual return about such matters.

Departments

Heads of Department (HOD) are responsible for

- Promoting and raising awareness of equal opportunities within their curriculum area
- Ensuring that all inclusion and special needs issues within their department are addressed

In particular in addition

- The SEN Department will provide appropriate guidance on specific students and be the first contact point for staff requiring further information.
- The RE Department will provide information as necessary on religious observance (e.g. if students may be fasting).

All Staff should seek

- To deal with incidents between students when they occur in line with the Behaviour Policy.
- To challenge racial and cultural bias, disability and stereotyping.
- To support students in their classes for whom English is an Additional Language.
- To challenge inappropriate comments, symbols and strategies. To explain to students why such things are wrong and take action as appropriate.

Students should seek

- To treat other students with respect regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background.
- To treat all staff and visitors in a similarly respectful manner.
- To report incidents of bullying or discrimination to a member of staff.

Visitors and Contractors

All visitors are expected to comply fully with this policy.

10. Monitoring arrangements

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

This document will be reviewed by the Education and Standards Committee of trustees at least every 4 years.

This document will be approved by Full Governors.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Disability Leave Procedure
- Risk Register