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Sample School Model Equalities Policy

Draft

Oldham CYPF
School Improvement Service

Model Equalities Policy

Introduction

This sample school model equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy, with a single equalities action plan. This document needs to be individualised to meet the needs of your school and community. The model policy provides you with a starting point on the wide range of areas you may wish to include in your policy.

There are suggestions throughout the policy outlined in red which may help to customise the policy for your school.

Please note: There is additional support available to schools to develop your policy from Misbah Rana. Please ring on 0161 770 3418/07753 716 728; misbah.rana@oldham.gov.uk

Statement/Principles

The policy outlines the commitment of the staff and Governors of school to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the staff i.e. AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

*** Please add own Mission Statement/Principles ***

Sample Mission Statement

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Other areas you may wish to include under this heading

- If you are a Community School, what would your aspirations be in relation to Community involvement, lifelong learning or family learning?
- Has Ofsted made any specific comments about your schools inclusive ethos which you may wish to highlight

Current Profile of the School

Briefly summarise and highlight the main characteristics of your school with regard to the strands of equality addressed in this policy, the diversity of the school and community make up.

- Currently how many boys and girls does the school have?
- What is the ethnic make up of the pupils registered at the school?
- Which minority ethnic groups are represented in the school staff and governing body?
- How many pupils with a disability does the school have on roll?
- Does the school know the number of staff and governors who have a disability?
- Is the school physically accessible?
- Are there particular demographic trends in the local area?

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)

- The European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation

Policy Development

This policy reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussing within a working party make up of representatives of teaching and support staff, parents, governors, pupil representatives and under community representatives.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School Development plan and due regard is given promotion of all aspects of equality within the SDP. The person on the staff responsible for co-ordinating the monitoring and evaluation is ... (name of person responsible for Equalities). S/he will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area who is
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

This section could for example include the following points:

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

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

This section could include the following points:

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);

- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

Please put in examples from your own school

At School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Ethos and Atmosphere

Please relate this to your school

- At school, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

Please relate to your school. Maybe a statement saying 'when ordering new resources and materials please consider how they show equality'

The provision of good quality resources and materials within school is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;

- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

Extra-Curricular Provision

Please relate to your school and think about provision which is inclusive

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are CRB checked.

Provision for Bilingual Pupils

Make reference to any EAL policy or New Arrivals policy in school or any other policy which has provision for minority ethnic pupils

We undertake at school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school (give examples);
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Setting up as part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

The Headteacher and Senior Management is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessment to be undertaken at the appropriate time within a given timescale for impact assessment will be drawn up.

Impact Assessment

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix _ _

The guidance accompanying the framework is found in Appendix * *

Appendix __

Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed

<u>Key Topics</u>	<u>Disability</u>	<u>Ethnicity</u>	<u>Gender</u>	<u>Religion</u>
1. Outcomes for learners	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males with some being disadvantaged? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	<ul style="list-style-type: none"> Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of women's and men's differing experience? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of the specific needs and experiences of pupils from all religious groups? Or are some excluded or not included?
3. Benefits for the workplace	<ul style="list-style-type: none"> Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made? 	<ul style="list-style-type: none"> Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? Or are some excluded? 	<ul style="list-style-type: none"> Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative? 	<ul style="list-style-type: none"> Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? Or are some excluded or not included?
4. Attitudes, relationships and cohesion	<ul style="list-style-type: none"> Do our policies promote positive attitudes towards disabled people, and good relations between 	<ul style="list-style-type: none"> Do our policies promote positive interaction and good relations between different groups and 	<ul style="list-style-type: none"> Do our policies promote good relations between women and men? Or is there mutual 	<ul style="list-style-type: none"> Do our policies promote good relationships / respect / tolerance / similarities between all

	<p>disabled and non-disabled people?</p> <ul style="list-style-type: none"> • Or is there negativity and little mutual contact? 	<p>communities?</p> <ul style="list-style-type: none"> • Or are there tensions and negative attitudes? 	<p>hostility, perhaps expressed through violence and sexual harassment?</p>	<p>religious and non religious groups?</p> <ul style="list-style-type: none"> • Or do they lead to hostility and promote differences / religious hatred?
5. Benefits for society	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? • Or are disabled people excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? • Or are certain communities excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in a public life of women as well as men? • Or are women excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? • Or are some religious groups excluded or marginalised?
6. Positive Impact on equality	<ul style="list-style-type: none"> • Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? • Or does inequality for disabled people continue? 	<p>Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?</p>	<ul style="list-style-type: none"> • Do our policies help to reduce and remove inequalities between women and men that currently exist? • Or do inequalities, for example in seniority and pay, continue? 	<ul style="list-style-type: none"> • Do our policies help to reduce inequalities between all religious and non religious groups? • Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?
7. Consultation, involvement and accountability	<ul style="list-style-type: none"> • Are our policies based on involvement of and consultations with disabled people? • Or are the views and experiences of disabled people not sought or not heeded? 	<p>Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?</p>	<ul style="list-style-type: none"> • Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded? 	<ul style="list-style-type: none"> • Are our policies based on involvement between all religious and non-religious groups or are the religious/non religious views of one group more prominent than another?

Appendix * *

Principles and criteria for equality impact assessments

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.

It is in the light of these seven principles that EQUIAs should be conducted. A tabulation of them is shown on the next page. This provides prompts for the issues to be considered, and for the quantitative and qualitative data required to complete the assessment.

This policy has been developed by:

Misbah Rana
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