



Blenheim

Equality Policy

Committee: Community

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www.blenheim.surrey.sch.uk

Introduction

This policy takes into consideration our duties under the following Acts / former Acts:

- Race Relations Act 1976 as amended by the race Relations Act 2000
- Every Child Matters Green Paper 2003
- Disability Discriminations Acts 1995 and 2005
- Sex Discrimination Act 1975 as amended by the Equality Act 2006
- Education and Inspections Act 2006 – our duty to promote community cohesion
- Equality Act 2010 and Public Sector Equality Duty (PSED)

Although some of these sets of duties are no longer statutory, they are essential for achieving the school's philosophy of inclusion and equal value of each individual student.

This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for students either as individuals or groups / cohorts.

Background information

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). This applies to all public sector bodies including schools and academies.

The Act extends the equality duties to all the following protected groups:

- Race
- Disability
- Sex
- Gender reassignment (It is unlawful to discriminate against a transsexual student)
- Age (as a school only with regard to our role as an employer – not in relation to students)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity (It is unlawful to discriminate against a student who is pregnant /had a baby)

The PSED has to be integrated into the carrying out of school functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Specific obligations under Public Sector Equality Duty

- 1) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

School Context

The overall school population consists of students from twelve wards across Epsom and Ewell and the Sutton Worcester Park area which makes for a comprehensive intake.

Our entry on intake falls just below the national average.

- Eligibility for Free School Meals is 6.14% (compared to 13.3% secondary academies nationally)
- The percentage of students from minority ethnic groups is 25.52% (compared to 30.3% secondary academies nationally)
- The number of students for whom English is not their first language is 12.85% (compared to 16.6% secondary academies nationally)
- 18.9% of students have a SEN Status of E, K or S. (compared to 12.3% SEN, E,K, secondary academies nationally)

National Figures Source: Department for Education, Schools, pupils and their characteristics: January 2018

School Aims and Values

At Blenheim High School we are committed to ensuring community cohesion through the promotion of equality of opportunity and to ensuring that there is an understanding of diversity for all those within the school community. We recognise that schools exercise a powerful influence that can either reflect and reinforce discrimination and stereotyping or be a potent agent for countering such undesirable behaviour. Our aim is to eliminate unlawful discrimination and promote equal opportunities and good community relations in all areas of school life. This statement affirms the School's commitment to work proactively to promote equal opportunities and cohesion for all groups and in all areas, and offers ways of examining and, where necessary, improving professional practices.

Our vision is to be recognised by all as an outstanding school at the heart of the community, a place where great leaders and inspirational people work together to ensure that all of our students achieve their full potential.

British Values on Guiding Principles

These guiding principles apply to all members of our school community

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation (or none), national origin or national status
- Whichever their gender (including gender reassignment) or sexual orientation
- Whether or not they are pregnant women or new mothers

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value and will endeavour to ensure their learning needs are met through an increasingly personalised curriculum.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are appropriately differentiated to take into account the differences of life-experiences, outlook and background, and in the kinds of barriers and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Our policies, procedures, ethos and curriculum, both formal and extra-curricular, aim to promote and develop positive attitudes between staff, student, parents, our local community and increasingly our national and global communities.

Principle 4: Our staff recruitment, retention and development policies will be non-discriminatory

We take seriously our responsibility to ensure our policies and procedures are non-discriminatory and give equal opportunities to all members or potential members of staff.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts, we actively seek to implement strategies to enable all members of our community to make the most of their learning and personal / professional development.

Principle 6: We consult widely

We recognise the importance of listening to the views of our staff, students and parents and actively seek their opinions through staff/ student voice activities and the use of more formal consultations.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, locally, nationally and internationally, by fostering greater social cohesion and by encouraging all members of the school community to make a positive contribution to community life.

Action

We recognise that a policy is only of use if it results in positive action. Each year the School Development Plan (SDP) is reviewed and specific actions agreed to implement or develop school policies and procedures, including those relating to our duties set out in the Equalities Act 2010 which requires the school to publish at least one equality objective, updated annually.

Specifically, we ensure that the seven guiding principles listed above are applied to both the formal and informal curriculum, and in particular with:

- learners' progress, attainment and assessment
- learners' 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
- accessibility to the school site and curriculum

Addressing prejudice and prejudice-related bullying

Equality is promoted through this Policy and the separate Accessibility Policy. Blenheim High School seeks to ensure that no students, staff, parents, guardians, carers or any other person through their contact with the school receive less favourable treatment on any grounds which cannot be shown to be justified.

The school is opposed to all forms of prejudice and bullying and there is guidance in the Staff Handbook on how such incidents should be dealt with. Incidents of bullying and racism are reported to the Local Governing Body and the school complies with our duties to report racial incidents to the Local Authority.

The school's policy on bullying is given to parents when their children join the school and can be found on the school website. Issues relating to prejudice, diversity and bullying are considered within the school programme for Personal and Social Education.

Roles & Responsibility

We recognise that the successful implementation of this policy requires commitment from all members of the school community.

The Governors will:

- ensure that the school complies with the current equality legislation
- ensure that this policy and its procedures are followed
- promote training, awareness and understanding within the Governing body
- ensure the needs of those identified with protected characteristics are safeguarded when implementing change

The Head teacher and Wider Leadership Team will:

- ensure that the policy is readily available and that the governors, staff, students and their parents/carers know about it
- ensure that procedures are followed
- produce regular information for staff and governors about the policy and how it is working, and provide training for them on the policy if necessary
- ensure that all staff know their responsibilities and receive training and support in carrying these out
- take appropriate action in cases of discrimination and harassment
- plan for the needs of those identified with protected characteristics when implementing change
- promote equality of opportunity and tackle discrimination

The staff will:

- plan for the inclusion of all students in all activities both in and outside the classroom
- model good practice, dealing with discriminatory incidents and being able to tackle bias and stereotyping
- promote community cohesion, equality and avoiding discrimination against anyone
- keep up to date with the law on discrimination and taking training and learning opportunities
- report all concerns, including racist and homophobic incidents

The students will:

- keep equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area
- include all students in school activities both inside and outside the classroom
- treat all staff and students with respect
- report all incidents of discrimination

Parents/Carers will:

- inform the school of the needs of their children and how they can be met
- treat all members of the Blenheim community with respect
- report all incident of discrimination

Visitors and contractors will:

- inform the school of their needs (access and communication within the school) and how they can be met
- treat all members of the Blenheim community with respect
- report all incident of discrimination

Monitoring and evaluation

- 1) The School's Equality Policy, practice and outcomes relating to equality, diversity and community cohesion will be kept under regular review through the Headteacher's termly report to the Governing Body.

- 2) We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 3) In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language; gender and any other protected group.
- 4) To review good practice we make use of a range of auditing schedules.
- 5) To meet the requirements of the Equalities Act 2010 we publish information and data required by the Equalities Act 2010 within the school's Self Evaluation Framework (SEF) and specific objectives within the School Development Plan. School objectives that relate to our Public Sector Equality Duty will be published on the school website.

Publication

This Policy will be available to staff via the school intranet and to parents and other stakeholders on the school website.