



Equalities policy

The statement includes:

- Equality Statement
- Ensuring Equality of Opportunity and Participation
- Detail of policy

Objectives set for this policy period:

- A. To ensure there is no disadvantage in the school community for pupils with physical disabilities.
- B. To ensure there is no disadvantage in the school community for pupils with English as an additional language.
- C. To ensure that there is no disadvantage to employees who hold a protected characteristic.

Review

Every four years and publish information annually.
To be next reviewed: January 2029

Signed:

Chair of Governors

Signed:

Headteacher

1. Mission statement

At Crowdys Hill School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Crowdys Hill School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender, disability, and action any gaps.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions arrangements are determined by the local authority. They are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Crowdys Hill School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010).

Public Sector Equality Duty

This policy has due regard to statutory legislation, including, but not limited to, the following: UN Convention on the Rights of the Child 1989; Human Rights Act 1998; The Equality Act 2010

2. This policy has due regard to statutory guidance, including, but not limited to, the following: - DfE 'The Equality Act and schools' 2014; DfE 'Promoting the education of looked after children' 2014

3. This policy is related to the following other school policies:

- Special Educational Needs Policy; Safeguarding and child protection Policy; Behaviour Policy; Data Protection Policy

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective student by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not, however, apply to students, and so the school is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, schools including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students, parents, and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting.
- Input from staff surveys or through staff meetings / INSET.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS).
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on the protected characteristics.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher, and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act. E.g. Making an allegation of discrimination.

Types of discriminatory incident

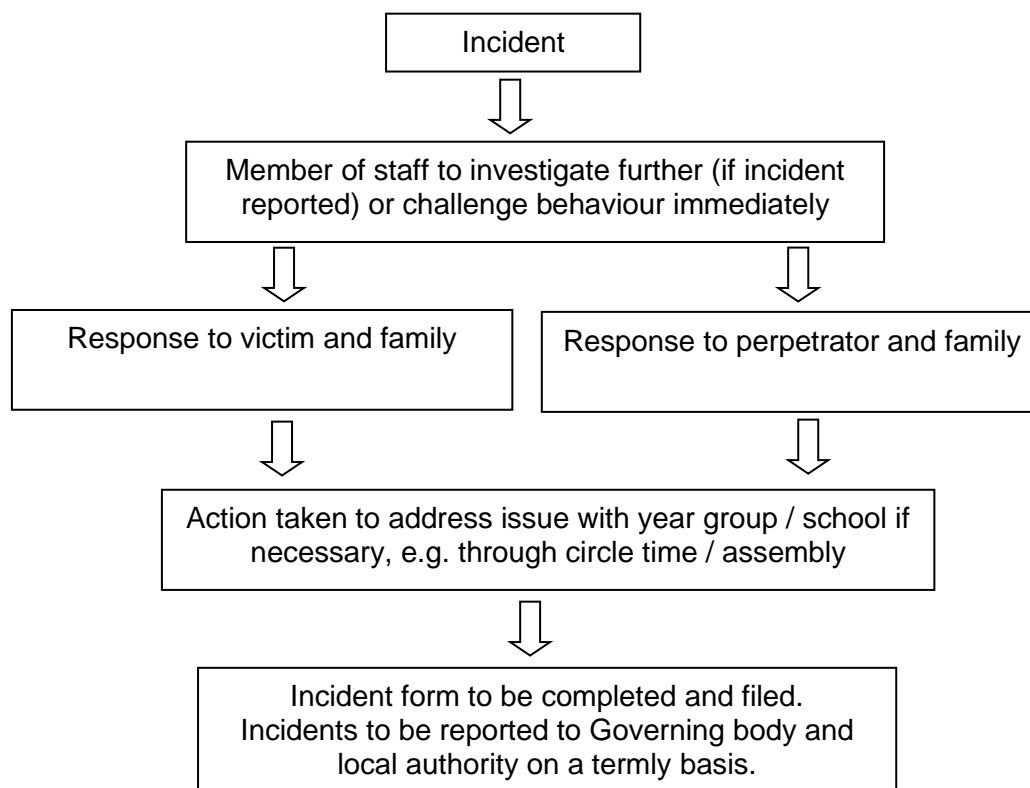
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8. Review of progress and impact

The objectives have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire plan and accompanying action plan over at least a four-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress and take appropriate action to address any gaps.

9. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the school website.
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available on request.

10. Gender

1. We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes, regularly reviewing our school practices to ensure that they are fair.

2. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.

3. Where a subject is taught in a single-sex class, students undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.

4. Both sexes will have equal opportunities to participate in comparable sporting activities

11. Race and ethnicity

1. We will ensure that students of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

2. We will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such action will always be viewed as direct discrimination.

3. We may, however, take positive action to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

12. Disabilities

1. We will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, regularly reviewing our school practices to ensure they are fair.

2. We will ensure that we do not discriminate against students with a disability by implementing a rule for all students that could have an adverse effect on students with disabilities only (for example, making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
3. We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability. For example, by not allowing a student on crutches outside at break time because it would take too long for him/her to get in and out, unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities
5. We will meet our duty to undertake accessibility planning for students with disabilities and ensure that any accessibility plan is duly implemented and reviewed where necessary.
6. The school holds a SEN Policy containing further information addressing equal opportunities for students with SEND

13. Religion and belief

1. We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
2. We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

14. Sexual orientation

1. We will ensure that all gay, lesbian and bi-sexual students, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
2. We will ensure that students are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in SRE lessons.
3. We will ensure that there is a designated safe space within our school where gay, lesbian and bi-sexual students can discuss issues of sexual orientation without fear of discrimination.

15. Gender reassignment

1. We will ensure that students are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment,

or have trans parents/carers, regularly checking our school practices to ensure that they are fair.

2. We will make reasonable adjustments to accommodate absence requests for treatment and support of Trans students by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the student.

3. Students have the right to dress in accordance with their true gender identity within the constraints of our dress code.

4. Students who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

5. We will ensure that there is a designated safe space within our school where Trans students can discuss issues of gender without fear of discrimination.

16. Maternity and pregnancy

1. We will ensure that students are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

2. We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant, or just given birth.

17. Children looked after

1. Children Looked After (CLA), and previously looked after children (PCLA), will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

2. We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

3. A personal education plan will be created, and implemented, for all CLA and PCLA, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

4. We will ensure that any SEND that a CLA or PCLA has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

18. The curriculum

1. We believe that students should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a student may have.

2. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.

3. The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.

4. We will respect the right of parents/carers to withdraw their child from religious education classes.

19. Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that students are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing body and school staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational visits that expose students to a wide range of cultural experiences.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.

Public sector duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in section 4.

- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and students will not be pressured into providing information related to any characteristic that they may identify with.

Staff training

1. New staff will receive relevant training on the provisions of this policy during their induction.

2. Staff will receive the appropriate equalities training on an annual basis, which will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, taking in to account the level of comprehension of our students.

Crowdys Hill School Accessibility Plan

A. Improving Curriculum Access for PD pupils

Target	Strategy	Outcome	Timeframe	Achievement
School Self Evaluation processes to monitor that the curriculum is accessible to all	Lesson observations, student pursuits, learning walk and work scrutiny.	Evidence that students are accessing the curriculum in a way that caters for their individual needs.	Throughout the year	Evidence that students with a range of learning needs are having appropriate curriculum experiences.
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Throughout the year	Increase in access to all school activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	Ongoing	All pupils have access.
Ensure a range of learning aids are available that support students with disabilities to access the curriculum	Seek advice from key borough advisers, consultants and therapists on learning aids to support curriculum access	Students whose needs determine that extra learning aids are available receive such a provision.	Ongoing	Students with disabilities enhance their curriculum access as a result of having appropriate learning aids.

B. Improving the outcomes for EAL pupils

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
No difference between the progress made by EAL and non-EAL pupils in all subjects	Individual support for identified pupils.	There will be quantifiable evidence of outcomes, analysed by teachers and leadership team.	Ongoing	EAL pupils will achieve their expected, aspirational outcomes.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to EAL parents and pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats – particularly the website which enables parents to increase screen and font size	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Updated as required	Delivery of school information to parents and the local community improved

c. Equal opportunities for employees with protected characteristics