



Brookvale Groby Learning Campus

Equality Policy 2017 - 2021

(Includes subsumed policies)

Last reviewed: Updated September 2017

Next review date: September 2021

Introduction:

The Brookvale Groby Learning Campus is committed to ensuring that every child and all members of our community feel safe, valued and are of equal worth.

Our aim is to promote a confident, inclusive and collaborative learning community, where high quality teaching, learning, honesty and respect promotes a positive and welcoming culture. This culture is; regardless of gender, ethnicity, faith or socio-economic background and accessibility. Through promoting diversity and equality for all, we will tackle and challenge discrimination. Closing the gap between the outcomes of different groups will ensure fairness, equal opportunities and celebration of diversity for all.

This policy will bring together all equality strands to set out our commitment to the following key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of the differences and strive to remove barriers and disadvantages that people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual identity and orientation. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities that are different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our campus community to feel a sense of belonging within the wider community and to feel that they are respected and able to participate fully in campus life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations for all our children.** We expect that all students can make good progress and achieve to their highest potential.
7. **We work to raise standards for all students, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole learning campus.

To ensure the outcomes for different groups of students does not vary significantly we will:

- Set aspirational targets for all students, being particularly ambitious for any groups of students who may be subject to discrimination.
- Track and monitor the progress of both individuals and groups (e.g. Children Looked After, students in receipt of Pupil Premium, Students with SEND; minority groups and ethnicity children) in order to identify underperformance and reduce unevenness between different groups.
- Monitor the representation of different groups of students who are excluded to ensure that no group is being unduly discriminated against when such action is taken.
- Put in place effective strategies to ensure that where students are falling behind due to identified barriers to learning or discrimination, this has been tackled and students can make necessary progress to achieve as well as their peer group.
- Personalise the curriculum and other provision and processes so that each learner is able to access opportunities and support equally, particularly SEND.
- Listen to and take account the views of different groups of students regarding their experience of the campus.
- Give students with differing skills and talents the opportunity to develop and celebrate those strengths.

- Ensure that students from different backgrounds are given the opportunity to develop and celebrate their talents.
- Provide professional learning for staff to ensure the different needs of learners are met.
- To provide respect for human rights we will build opportunities into the curriculum to develop understanding about difference and value diverse experience.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). Schools have a duty to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between different groups.
3. Foster good relations between different groups.

These general duties include:

- **Age:** Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 – 30 year olds)
- **Disability:** A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment:** The process of transitioning from one gender to another.
- **Marriage and civil partnership:** Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must and will be treated the same as married couples on a wide range of legal matters.
- **Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating women unfavourably because she is breastfeeding.
- **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.
- **Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex:** Relates to gender identity.
- **Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

BGLC Equality Objectives 2017-2021

To diminish the differences between the progress and attainment of our disadvantaged students and their non-disadvantaged peers

To diminish the differences between the progress and attainment of our boys and girls

Underachieving groups identified from summer 2017 KS3, GCSE and A level outcomes:

- **Boys**
- **Disadvantaged Students**
- **High Prior Attainment**
- **SEND**

For detailed action plans with regard to the above, see current Pupil Premium Action Plan, Campus Improvement Plan and Faculty Improvement Plans

Related Policies and documentation:

Although this policy is the key document regarding our approach to equalities, we ensure that information about our responsibilities under the Equalities Act 2010 are also included in our campus development plan, self-evaluation review, prospectus, website and newsletters. With a responsibility to provide a safe environment for all stakeholders the following policies are linked:

- Race Equality policy (subsumed)
- Gender Equality Policy (subsumed)
- Disability Discrimination Policy (subsumed)
- Equality Objectives (subsumed)
- Accessibility Policy
- Special Educational Needs
- SEND Information Report
- Anti-Bullying
- Behaviour
- Attendance
- Child Protection / Safeguarding

The campus ethos is to challenge all forms of prejudice and prejudice based bullying which stand in the way of fulfilling our commitment to inclusion and equality. Guidance is included in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents with equal seriousness. Focus is given to the following areas:

- Prejudice around disability and special educational needs.
- Prejudice around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.
- Prejudice around gender and sexual orientation, including homophobic, biphobic and transphobic attitudes.

Positive Action

Positive and proportionate action will be taken to address the disadvantage faced by groups of students with particular protected characteristics. Records of any prejudice related incidents will be kept to provide reports to governors and the local authority about the numbers, types and seriousness of such incidents including how they were responded to and dealt with. This data will be reviewed termly to form the campus response and enable policy development.

Fostering good relations

We take seriously our commitment and obligation to provide a safe and nurturing environment for all campus users, reducing and minimising inequalities by:

- Preparing students for life in a diverse society, ensuring that there are activities across the curriculum that promote spiritual, moral, social and cultural development.
- Teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination across the curriculum.
- Using materials and resources that reflect the diversity of the campus, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- Promoting a cross campus ethos that includes values to challenge prejudice based discriminatory language, attitudes and behaviour.
- Providing opportunities for students to appreciate their own culture and celebrate diversity in other cultures.

- Promoting positive messages about equality and diversity through displays, assemblies, visitors, whole campus events. (E.g. Black History Month, Deaf Awareness week, LGBT Month).
- Including Equalities matters in our newsletters and other publications to parents and carers.

To ensure the work that we are doing on equalities meets the needs of the whole campus community we:

- Review feedback from parental questionnaires, parents evening and parent forum meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from students. Student questionnaires, student council, student leadership team and whole campus surveys.
- Analyse issues raised in Annual Reviews of EHCP's / PEP's and SEN Support Plans
- Ensure that we secure responses and feedback at Governing Body meetings.

Roles and responsibilities

We expect all members of the campus community and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

1. The Governing Body.

The governing body is responsible for ensuring that the campus complies with legislation. Upholding this policy; its related procedures and ensuring strategies are carried out and monitored with appropriate impact assessments informing future plans. A member of the governing body has a watching brief regarding the implementation of this policy.

2. The Headteachers and Senior Leadership Team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; for taking appropriate action in any cases of unlawful discrimination; and for reporting to the governors. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have knowledge of the Equality Act.

3. Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos both in the classroom and wider context.
- Be vigilant in all areas of the campus for any type of harassment and bullying.
- Deal effectively with all incidents from overt name calling to the more subtle forms of victimisation caused by perceived differences.
- Support learners with learning difficulties and/or disabilities or for whom English is an additional language.
- Understand that learners have different styles of learning and multiple intelligences and need different styles of teaching and learning.
- Identify and challenge bias and stereotyping in the curriculum and in the campus culture.
- Ensure the materials and content of lessons cover a wide diversity of different cultures and people.
- Keep up-to-date with equality legislation, development and issues relevant to their work by attending relevant training and accessing information from appropriate sources.
- Plan and deliver curricula and lessons that reflect the campus principles, for example, providing materials that give positive images in terms of race, gender and disability.

Training and guidance on Equalities and the expectation of duties will be delivered to all staff at the beginning of each academic year. This training will also be delivered to new staff as part of their induction process.

Equal Opportunities for staff:

This section deals with all aspects of equal opportunities relating to staff. 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. To observe this we will:

- Ensure that all staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- Ensure, wherever possible that the staffing of the campus reflects the diversity of our community.
- Strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
- Ensure that all staff, including support staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and evaluation.

We review the information and outcomes of our equalities action plan annually and make adjustments as appropriate, policy development takes place every four years. Our review involves students, staff, governors, parents and carers. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to detailed protected characteristics.

Disseminating the policy.

We ensure that the whole campus community knows about the policy, objectives and data by making it available:

- On the website.
- As reference in the staff and governor handbook
- As part of induction for new staff

Checklist for campus staff and governors

- The campus collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities provided.
- The Equality policy has been shaped by the views, input and involvement of staff, governors, students and other stakeholders.
- The campus publishes information to demonstrate purposeful action on the general duties.
- The campus analyses student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The campus sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching those objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The campus ensures that all staff understand and implement they key requirements of the Equality Policy.
- The campus ensure that visitors to the campus understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in campus life and make a positive contribution, through tutor time, student leadership opportunities and house activities.
- The campus monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the campus community.

- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies.
- The campus takes part in annual events such as Black History Month, Deaf Awareness Week, LGBT Month, No Pens Day, One World Week, etc. to raise awareness of issues around race, disability and gender.
- The campus environment is increasingly accessible to students, staff and visitors to the campus – providing access friendly spaces, including the acoustic environment.
- Open evenings and other events which parents, cares and the community attend are held in an accessible part of the campus and issues such as language barriers are considered.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves.

The Policy is monitored by:

- The Governing Body.
- Data – outcomes, Anti-bullying, SIMS data.
- Senior Leadership Team.
- Progress against the Equality Objectives.
- Behaviour, attendance and exclusion data and information
- Stakeholder voice – Parent, Staff, Student questionnaires.

Summary of legislative requirements

Those duties outlined in:

- The Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- The Education and Inspections Act 2006: duty to promote community cohesion.
- The Every Child Matters framework; the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- The Sex Discrimination Act 1975 (SDA) and the Equal Pay Act 1970.
- The Gender Equality Duty Code of Practice. (www.eoc.org.uk/genderduty)
- The Single Equality Act 2011.

Appendix A:

BGLC Equality Objectives 2017-2021

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