



Royton & Crompton School

EQUALITY POLICY AND EQUALITY OBJECTIVES

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Equality Policy

Royton and Crompton School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instill in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

In line with the Equality Act 2010 this policy sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. This policy is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy and the behavior policy.

Through the creation of this Equality Policy, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed bi-annually or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

1. Roles and Responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Senior Leadership Team has the responsibility for coordinating the implementation of this scheme.

1.1 The Governing Body

The Governing Body will:

- create and approve this policy with the support of the Headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the Equality Policy (annually via the Headteachers report) and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities policy, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school website.

1.2 The Headteacher and Senior Leadership Team

The Headteacher, with the support of the Senior Leadership Team, will:

- promote the Equality Policy both within the school and externally to the rest of the community

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- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behavior
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

1.3 Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behavior
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behavior and anti-bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers or a Senior Leadership Team member, immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

1.4 Students

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behavior, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behavior and anti-bullying policy
- set a good example regarding behavior and social awareness to younger students and their peers.

1.5 Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's equality policy and support the policy by promoting a positive attitude towards equality at home
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our Equality Policy when visiting the school.

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2. Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability
- Gender reassignment
- Religion or belief
- Sex and Sexual orientation
- Age
- Pregnancy and Maternity

You can find all the information about our school's SEN provision including our provision for inclusion in the school's SEN policy and the school's accessibility plan.

3. Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN policy.

4. Student voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach students how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and students and the wider community.

5. Recruitment

Royton and Crompton is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation.

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More information about our recruitment procedures can be found in the school Recruitment Policy.

6. Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

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

Staff discipline and suspension

Royton and Crompton is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our Staff Discipline policy and Grievance policy.

7. Behavior, exclusions and attendance

The school behavior policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

8. Monitoring and review

This Equality policy will be reviewed biannually by the Governing Body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet

security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- student voice;
- sports and activities choices of all groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Monitoring reports will be presented annually to SLT and the Link Governor as part of the accountability structure

- progress against targets relating to equality objectives
- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- Specified dates for review.

9. Equality Impact Assessments

Impact assessments will be carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

10. Reporting on our progress

Progress will be reported as part of the accountability structure via the School Senior Leadership Board and The Governing Body. The progress will be published on the VLE

Royton and Crompton Equality Objectives

The School's Equality Objectives are:

Objective 1 – To value and support all staff within the School, by providing career development and progression opportunities to all (Including those in groups protected by the Equalities Act), so that staff performance is further enhanced, staff satisfaction increases and the staff team reflects the diversity of the local population at all levels.

Objective 2 – To strengthen links with parents/carers and the local community (including those in groups protected by the Equalities Act and those from the full range of socio-economic backgrounds), so that all learners are supported to maximise their attainment and achieve their aspirations both inside and outside the School environment.

Objective 3 – To challenge discriminatory behavior in line with the Behavior Policy. To ensure all staff have the confidence to appropriately manage any discriminatory behavior.