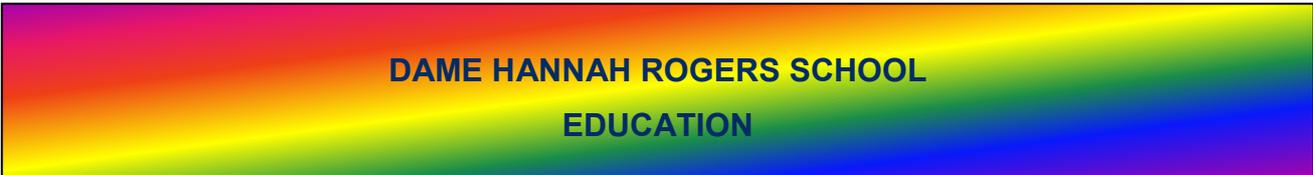




Equality Policy - Education

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DAME HANNAH ROGERS SCHOOL
EDUCATION

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Equality Policy - Education

The aim of this policy is to show how Hannah's School at Ivybridge both promotes and deals with equality of opportunity and the inequality and discrimination which can arise in society.

This policy is overseen by the Governing Body and is reviewed annually. It is available on the school's website and to parents and professionals. The School Improvement Plan (annual) will reflect the requirements of the law and good practice.

OVERVIEW

Hannah's recognises that we live in an increasingly diverse society and that the school has a key responsibility to educate our learners in living within that society in a way which accepts diversity in relation to all people regardless of age, belief, religion, nationality, culture, sex, gender, sexual orientation, gender identity, socio-economic backgrounds and disability.

The school will adapt all aspects of the curriculum to suit the differing needs of each learner so that at whatever level of their understanding key facts in relation to equality can be explored at their level. These will include:

- Participating
- Celebrating difference
- Understanding one another
- Being equal and inclusive
- What do you do if people are unfair, judge, are prejudiced?
- How to tackle bullying
- Doing everything you can to be the best you can
- Links with the local and wider community and community groups

LEGAL RESPONSIBILITIES OF SCHOOLS

The Equality Act 2010 (and subsequent advice and guidance) covers all aspects of equality within the workplace, education, in employment and the provision of services.

There are certain Protected Characteristics within the Act which aim to capture all areas which could be liable to inequality and discrimination. Schools are required to carry out all public duties associated with the protection of children, staff and others in relation to protected characteristics and prohibited acts. As laid out in the Act these include:

- Age.** Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability.** A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- Gender Reassignment.** A person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). The Act does not include young people who may be defined as Intersex.

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- (ii) **Marriage and Civil Partnership.** Not education. Workplace application.
- (iii) **Pregnancy and Maternity.**
- (iv) **Race.** A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- (v) **Religion and Belief.** Religious and philosophical beliefs including lack of belief. Parents of and learners may apply to potentially remove themselves from the collective Act of Worship in a school via discussion with the Head Teacher.
- (vi) **Sex.** A man or a woman.
- (vii) **Sexual Orientation.** A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual).

From these protected characteristics within UK society there are then unlawful acts which have been defined. These are known as Prohibited Conduct and include:

- (i) **Direct Discrimination.** Less favourable treatment because of a protected characteristic.
- (ii) **Indirect Discrimination.** A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- (iii) **Harassment.** Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- (iv) **Victimisation.** Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- (v) **Discrimination arising from Disability.** Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions). When linked to employment an employer can be prosecuted for failing to make reasonable adjustments for the person.
- (vi) **Gender Re-assignment Discrimination.** Allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- (vii) **Pregnancy / Maternity related Discrimination.** Unfavourable treatment because of a girl's / woman's pregnancy or maternity.
- (viii) **Discrimination by Association or Perception.**

Schools are required to make Reasonable Adjustments and create Access Plans in compliance with Schedule 10.

Hannah's must therefore:

- (i) Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage

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compared to a non-disabled person. This involves removing or avoiding a physical feature.

- (ii) Take reasonable steps to provide auxiliary aids / services.
- (iii) Provide information in an accessible format.
- (iv) Increase disabled pupils' access to the school curriculum.
- (v) Improve the physical environment.
- (vi) Improve provision of information.

Implementation of the Equality Act at Hannah's School is monitored in the following ways:

Responsibilities of the Governors

- Ensure that the school complies with equality legislation.
- Ensure that the policy and its procedures are implemented by the Head Teacher.
- Ensure all other School policies promote equality.

Responsibilities of the Head Teacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

Responsibilities of the staff team

- Enact this policy, its commitments and procedures, and be wholly aware of their responsibilities associated with equality and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary.
- To behave in a manner which is in keeping with the principles of equality, equity and membership of communities.
- To ensure that pupils with physical and / or learning disability needs are met.

Responsibilities of Visitors

- Be made aware of the philosophy and tenets of equality and non discrimination.

WHAT DOES THIS MEAN AT HANNAH'S

The school welcomes pupils from all backgrounds and has a separate [Admissions Policy](#). Curriculum, timetable, school structure is shaped to suit the individual need for each child and ongoing monitoring demonstrates the application of the equality policy. Key policies are ratified by the Governing Body on an annual basis and all policies are subject to regular review.

Teaching and learning within the school occurs within the context of a rolling programme of Themes. Within the Theme key aspects and facets of equality and diversity are set within the subject areas. British Values run throughout this thematic delivery.

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High standards are set in terms of progress for each learner. Access to learning is facilitated by enhanced speech and language and communication support. Enhancing access to the curriculum and developing transferable skills within communication allows the learner to more effectively access their communities (and wider communities). In turn they learn to appreciate the differences they may encounter and be supported in dealing with challenge or prejudice.

The PHSE, SMSC, British Values and RE elements of the curriculum are underpinned by all aspects of equality and diversity as well as promoting a culture (individual and group) of respect for others, value, self worth and morality.

The curriculum is modified to suit each learner in the context of their difference and this could include their:

- Defined disability
- Communication issues
- Cognitive level of development
- Chronological level of development
- Emotional level of development

Subject areas such as SMSC, PHSE, sex and relationship education and science will encompass areas for exploration of individual development, group issues and place in community and society.

A variety of strategies will be used to encourage the participation of all pupils to enable the widest possible engagement and understanding of these issues.

Teachers will always be mindful of children's specific needs when considering classroom organisation, lesson planning and practice.

Views in relation to equality and diversity will be gained via:

- The Student Council
- Parents
- Staff
- Stakeholders

It is also the responsibility of the school to monitor and reflect on progress and achievement and to report on the following areas when summarising achievement:

- Age
- Key stage
- Sex
- Gender
- Disability (where appropriate)
- Ethnicity
- CIC/LAC status
- Universal free school meals

Individual pupil attainment and progress is monitored. The Head Teacher meets with the education team and where a learner is perceived to be having difficulty or reached a plateau reasons are sought for this and a plan put in place. Parental involvement is key as is that of other professionals. This is sought where applicable and judgements made from monitoring as to its effect.

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The learning culture at Hannah's is one in which bullying is not tolerated and in which a [Behaviour Policy](#) is in place. Plans in respect of behaviour are put in place if needed after full consultation with families and professionals. Learners review the [Anti-Bullying Policy](#) via the Student Council on an annual basis; they review the Five Golden Guidelines to school behaviour and pass their views on to staff and the Head Teacher whenever they wish. Incidents which may occur are dealt with within the policy and regulatory (if applicable) guidelines – the culture is open and transparent.

LOCAL INVOLVEMENT

Relationships with families are key and families are very much part of the daily life of the school. They are recognised as the “expert” in their child and as such play a full part (as legally appropriate) in decision making and make an enormous contribution to Hannah's. The staff team and Head Teacher have an open door, open access approach for families, professionals and other stakeholders and will make all reasonable efforts to be available.

Hannah's has good links with organisations and communities and the curriculum reflects an outward looking school which is proud to establish its place in the local community. Life skills, theme related workshops, invited guests, workplace links, faith links and attendance at regional events are in place. There is a strong ethos of charitable fund raising by the school and a regular series of events takes place which are led by the learners and staff team. In 2015-16 the learners raised £ 900 which was donated to local charities chosen by them.

REVIEW

Subject to annual review or sooner in the light of:

- Regulatory change
- Practice change
- Key events

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AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

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