

## **SINGLE EQUALITY POLICY (November 2012)**

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Race and Gender.

Through this policy Carr Hill High School & Sixth Form Centre will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff and governors in addition to visitors to Carr Hill High School & Sixth Form Centre.

### **Legal framework**

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Carr Hill High School & Sixth Form Centre will seek to achieve positive action in respect of the Act. It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in

legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Carr Hill High School & Sixth Form Centre's employment information is gathered and reviewed in line with the Equality Act 2010.

## Good Practice

1. We strive to achieve a cohesive community and expect that people respect one another and behave with respect to one another, and that parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We log racist incidents and report them to the LA. We monitor and log all incidents of bullying in whatever form it takes.

## Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 8 principles. These principles underpin the values set out in our Mission Statement (see Appendix 1).

### Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers and all staff as of equal value:

### Principle 2: We recognise and respect difference.

Valuing people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

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

Policies, procedure and activities should promote positive attitudes, mutual respect and positive interactions between people, not merely ensure an absence of inequality.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely.

People affected by a policy or activity will be given the opportunity to be informed of the design of new policies and in the review of existing ones.

Principle 7: We address prejudice and prejudice related bullying.

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above.

Principle 8: Society as a whole should benefit.

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation all in the community.

## Roles and Responsibilities

1. The equality employment information will be monitored and reported to the Governing Body on an annual basis.

## Curriculum

2. Performance data will be evaluated by looking specifically at potentially disadvantaged groups and the results used to ensure that such groups are supported positively.
3. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
4. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

## Staff and Governors

5. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
6. A member of the Governing Body has the role of monitoring the implementation of this policy.
7. 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; and for taking appropriate action in any cases of unlawful discrimination.
8. All staff are expected to:
  - adhere to this policy;
  - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
  - deal with any prejudice related incidents that may occur;
  - plan and deliver schemes for learning and lessons that reflect our Guiding Principles;
  - provide and analyse quantitative and qualitative data that supports better understanding of the performance of potentially disadvantaged groups and any issues that may arise, e.g., attendance, bullying, exclusion;
  - attend appropriate training that enables Carr Hill High School & Sixth Form Centre to keep up-to-date with equality issues.

9. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
10. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying, discrimination or stereotyping is addressed immediately.
11. New policies and strategies are considered for their potential implications for equality before approval and revised if necessary as part of our regular Equality Impact Analysis.

Member of staff with Lead Responsibility for this policy:

Governing Body responsibility:

Approved by Governing Body in:

Policy due to be reviewed:

#### **Appendix 1: School Mission Statement**

**Our School Mission Statement is: *In Pursuit of Excellence***

**The young people of our community deserve an education that is outstanding in all respects. Our School aims to help every young person be happy, confident, successful and safe; to achieve excellence; and to contribute to our School and wider community in a positive and caring manner. We have high expectations of every young person and member of staff, and always seek to improve what we do. As our most valuable resource our staff are supported and trained to work to the highest standards in a high-performing team, with access to the best possible facilities. We work constructively with young people, parents and with other organisations to achieve our aims and to learn from each other. We promote the ethos of the Specialist Schools' movement and take pride in our values and our achievements.**

***Proud to Belong***

These values are as follows:

☒ ***Learning is the main purpose of our school.*** Our students will be educated to be independent learners who take responsibility for their own learning. They will be able to research and critically evaluate information, they will seek and take advice and know how to learn effectively. Students will show that they are eager to learn and that they enjoy their life in school. They will be able to demonstrate that they are literate, numerate and creative and have the technological and life skills necessary for the future.

☒ ***People in our school community are to be treated equally and with fairness and respect.*** Students will have respect for themselves, for others and for their environment. Students will display leadership and the ability to work in teams. We welcome and value every young person, whatever their academic ability, race, colour, religion or background. Our school represents and reflects the community it serves though we teach students to be positive role models and active citizens of the United Kingdom and of the wider world.

☒ ***Excellence is something all students and adults working in the school should aim for in every aspect of school life.*** Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning.