



The Winston Churchill School

EQUALITY POLICY

Review by:	SLT
Adopted by the Full Governing Body:	August 2020
Next review:	November 2023

Aims:

This policy sets out The Winston Churchill School's approach to promoting equality, as defined within the Equality Act (2010). The school is committed to providing equality and excellence for all to promote the highest possible standards. The Equality policy aims to establish a culture that:

- promotes an understanding of the principles and practices of equality and justice.
- promotes a culture of respect for others.
- equips students with an awareness of our diverse society and to appreciate the value of difference.
- ensures that every member of the school and wider community is regarded as of equal worth and importance, irrespective of the individual protected characteristics of age, colour, creed, culture, class, origin, race, religion and belief, gender, gender reassignment, sexual orientation, disability, pregnancy and maternity, marriage and civil partnership.
- nurtures, develops and positively shape attitudes of all students, and stakeholders, that will establish and embed equality as both essential and integral to the life of the school.

Objectives

- To educate, develop and prepare all our students for life whatever their individual protected characteristics or abilities, through the formal curriculum (the programme of study and schemes of work) the informal curriculum (extra curricular programme) and the 'hidden curriculum' (the ethos and quality of relationships within the school).
- To provide an environment in which all students and staff feel safe enough to express and question views.

- To ensure that all staff feel valued and supported and have appropriate advice and guidance for professional development relevant to their needs and those of the school.
- To establish a positive climate within the school whereby students and staff make contributions that secure and promote a safe, healthy, and caring environment by showing respect for, and appreciation of, one another as individuals.
- To provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

General Statement

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics

- The school will consider equality implications before and at the time that a policy is developed and decisions taken, not as an afterthought, and these are kept under review on a continuing basis
- The PSED will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

The DfE states that the school cannot delegate responsibility for carrying out the duty to anyone else.

Through the Equality Policy, the school seeks to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) namely:

- age
- gender
- gender reassignment
- race
- religion or belief
- disability
- sexual orientation
- pregnancy and maternity
- marriage and civil partnership

(Note: Age is a protected characteristic within the Equality Act (2010), *but not in relation to students* of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age; The Equality Act allows for the provision of separate-sex services (para 26) and single-sex services (para 27) including changing rooms and toilets.)

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The principles of this policy apply to all members of the extended school community, students, staff, governors, parents and community members.

Equality - principles regarding:

Admissions

The Winston Churchill School follows the LA and Governing Body Admission Policies that do not permit colour, creed, culture, class, origin, race, gender, sexuality, disability or ability, pregnancy, maternity or gender reassignment to be used as criteria for admission.

Registration

Student and staff names will be accurately recorded and correctly pronounced. Students will be encouraged to accept and respect names from other cultures.

Appointments / staff recruitment

The Headteacher and Chair of the Personnel and Finance, Site and Personnel Committee should ensure that in recruitment procedures, any advertisements, shortlists and interview procedures are without any direct or indirect discrimination. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

Discrimination

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. All cases of discrimination or prejudice will be taken seriously, logged, and dealt with, as appropriate.

Language

The school views linguistic diversity positively. Students and staff must feel that their natural language is valued. Provision is made for students whose language is not English so that each student can access the curriculum and have their individual needs met in the transition of joining the school through our EAL (English as an Additional Language) support. Students with EAL are actively encouraged and given opportunities to gain accreditation in their first language by the school.

Culture, Class and Race

The Winston Churchill School recognises, welcomes and celebrates that members of the school come from diverse cultural, racial and socio-economic backgrounds. We endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony. We value the history, experience, diversity and unique contributions that all members of our multi-cultural school community bring to the life of both the school and the wider community. We will not tolerate racist behaviour in any form.

Gender

As a school, we accept that there are gender inequalities in British society which impose limits, particularly on expectations and behaviour. We therefore actively work

to reduce and minimise these inequalities in our school by constantly examining our curriculum, procedures and materials for gender bias or inequality. We encourage students to be aware of the rigid sex stereotypes presented by, for example, the media and to challenge them. All students have equal access to the curriculum offered.

Religion

We acknowledge and celebrate that members of the school come from diverse religious backgrounds including Christian, Muslim, Buddhist, Hindu, Jewish, and Sikh. Some have no religious faith; others are committed to a greater or lesser extent to a variety of religions. We seek to promote and embed an ethos of mutual respect and understanding for the beliefs and practices of others, seeking to eliminate intolerance and ignorance. With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion.

Teaching, Learning, Resources and the Curriculum

The Winston Churchill School is committed to provide for all students according to their needs, irrespective of sex, ability or ethnic origin. The following are seen as significant to this policy:

Equal access to the curriculum

- Each student should have access to a broad and balanced curriculum which is relevant to her or his particular needs.

Equal access to learning

- to identify and meet the learning needs of all students, as far as is possible, through the differentiation of learning tasks
- to encourage students to develop skills and knowledge in all areas of the curriculum
- to motivate and support students in taking responsibility for their own learning
- to identify strategies which challenge prevailing stereotypes amongst staff and students

Equal access to resources

- to ensure all students have access to the teacher's time and attention as appropriate to their needs
- to ensure all students have equal access to appropriate resources (e.g. computers, technical equipment and modified learning resources)
- to select, target and utilise learning resources which represent women, ethnic groups, different cultures and minority groups, that include sexual orientation, gender reassignment and disability, in positive ways

Use of written and spoken language

- to ensure that written and spoken language is used in ways which do not assume stereotypes
- to promote self-esteem in the classroom
- to help young people be critical in their assessment of material
- to assist students and staff to value linguistic diversity
- to take account of the language needs of individuals

The promotion of self-esteem

- to ensure that all students know they are valued
- to raise the self-esteem of all individuals

- to give high priority to teaching and learning strategies which promote personal and social development
- to assist staff to have the highest expectations of all students
- to help all students to raise their level of achievement
- to help all students evaluate their own learning and set personal targets for improvement
- to ensure that humour is used wisely and with sensitivity to ensure that it does not damage or harm self-esteem of any individual.

Overcoming stereotyped expectations

- to build upon students' previous learning experiences
- to educate students about diversity and inclusion for all members of a diverse society
- to further the development of students' skills, qualifications and achievements
- to ensure that students value the skills, qualities and achievements of all
- to use displays and notice-boards to demonstrate that all students are valued, and expected to participate and achieve in all aspects of life
- to ensure that school ethos, guidance and tutoring encourage students to aspire to achieve beyond stereotyped norms
- to tackle unconscious bias

Personal effectiveness

- to ensure that assertiveness, rather than aggressiveness or passivity, is highly valued in all students
- to help all students understand and use a range of strategies for resolving conflict
- to raise general awareness of the roots of prejudice and discrimination

Sexist and racist behaviour

- to ensure that all put-down remarks, sexist and racist jokes are not tolerated and any incidents are dealt with promptly
- to ensure that students are educated and understand what constitutes sexist and/or racist behaviour and why it is unacceptable.

Bullying, intimidation and other forms of harassment

- to ensure that bullying, intimidation and other forms of harassment are dealt with promptly.

Appropriate rewards and sanctions

- to ensure that rewards and sanctions are applied irrespective of gender and race, in line with the school's rewards and recognition programme.
- to ensure that rewards and sanctions do not reinforce stereotyped norms

The School is committed to providing equality in all matters relating to staff which include:

- recruitment - advertising a post, staff selection and interview processes
- terms of employment and contracts
- working arrangements and conditions
- the distribution of staff roles and responsibilities
- internal promotion
- staff development and training

- dismissals and redundancies
- sexual harassment

Roles and Responsibilities

School governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- ensuring equality across the school for students with Special Educational Needs and/or disability as part of the statutory requirements of the role

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Students are responsible for:

- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- supporting the school equality ethos
- sharing concerns or issues with senior staff (e.g. through Parent Forum or directly)

Visitors and contractors are responsible for:

- following our expectations regarding equality

Responsibility for overseeing equality practices in the school lies with the Deputy Headteacher and nominated governor.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of students (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The school's Equality Policy is supported by a Single Equality Scheme. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

Governors will be informed of outcomes and progress annually in relation to equality.

Links with other key policies:

- Admissions Policy
- Anti Bullying Policy
- Behaviour Policy
- Community Cohesion
- Religious Education
- SEN and Inclusion Policy
- Access and Disability Plan

In general, the principles of equality applies to all other school policies.

Signed: Chair of Committee.....Date:.....