



Equality Policies

Originator of Revised Policy: C M Grant

Policy First Reviewed December 2014 by Ms. T Moulton

Policy Second Review December 2016 by Ms. T Moulton

Next Review December 2018

Billing Brook School

Equal Opportunities and Respect for all

Under the one “umbrella” policy including

- Race and Ethnicity, Disability, and Gender Equality
- Promoting Community Cohesion
- Sexual Orientation
- Ageism and Religion and Beliefs
- Special Educational Needs
- Pregnancy and Maternity- Employees only
- Marriage and Civil Partnership – Employees only.
- Accessibility

Introduction

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. The combined Equality Duty (April 2011) also has three elements. We have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. This document is designed to communicate the following:

- Our Diversity statement.
- Our responsibilities in terms of Race and Ethnicity, Disability, Sexual; Orientation, Ageism and Gender.
- Our intention to promote community cohesion.
- Our response to recent legislations.
- Our desire to fully meet statutory requirements.
- Our Schools Accessibility and Diversity.

We are guided by the following principles:

1. We see all learners and potential learners, and their parents and carers, as of equal value.
2. We recognise and respect difference, treating people equally does not necessarily involve treating them all the same so we take into account differences of life-experience, outlook and background.
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new ones.
7. We intend that our policies and activities should benefit society as a whole, both locally and nationally.
8. We base our policies and practices on sound evidence.
9. We have equality objectives which are integrated into our school improvement plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community.

Addressing prejudice and prejudice-bullying

The school is opposed to all forms of prejudice which stand in the way of it fulfilling its legal duties. There is guidance in the staff handbook on how these incidents should be identified, assessed, recorded and dealt with.

A record is kept of such incidents and they are reported to the Governing body.

Our School's Diversity and Accessibility

We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

The School already makes the following provisions for children with disabilities under the Disability Discrimination Act (DDA):

- We offer training for staff in learning difficulties, autism, aspects of Asperger's syndrome, behaviour difficulties, Team Teach and communication.
- The curriculum is adapted to meet the needs of disabled pupils.
- Materials are adapted to meet individual needs.
- Additional resources are purchased as required.
- Adaptations for building access are addressed through the school's Accessibility Plan.
- Information for parents and public is regularly reviewed in line with the DDA.
- The accessibility plan is an integral part of our schools development plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access.
- Pupils have travel plans, Individual behaviour management plans and Individual Education plans.

Other areas of good practice are:

- Carefully planned transition arrangements between schools and colleges.
- Whole school training on behaviour management, positive reinforcement, staff as role models and meeting the needs of individuals.
- Whole school training on language difficulties; PECs; behaviour management.
- Whole school training related to health issues e.g. asthma, epilepsy.
- Training on the Healthy Schools programme.
- Whole school training on safeguarding issues.
- Additional whole school training as required.
- An OT is employed to assess and offer suggestions re: sensory difficulties.
- Involvement of children with disabilities to be given a voice e.g circle time, school council.

Gender Equality, Sexual Orientation and Ageism

We promote equality of opportunity between men and women and aim to eliminate unlawful sex discrimination and harassment in relation to sexual orientation or age.

The School already makes the following provisions under the Sex Discrimination Act and the Employment Equality (Age) Regulations 2006:

- Jobs are open to all
- Appointments are made by choosing the best candidate and through following the guidance laid down by the legislation for recruitment.
- Pay is relative to experience, not to gender or sexual orientation.
- Boys and Girls are given the same opportunities throughout the school.
- Age discrimination is unlawful and decision makers are aware of this.

Other areas of good practice are:

- The curriculum shows no gender or age bias.
- Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.
- We have Links with local organisations e.g. police where men and women fulfil the same role.
- Difference in staff and learners is celebrated.
- Attitudes to age may vary considerably we know we need to strive for respect and tolerance for all.

Race Equality, Religious Beliefs and Community Cohesion

Our school promotes community cohesion and equality of opportunity for all irrespective of colour, ethnicity, religion or beliefs. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

The School already makes the following provision under the Race Relations Act (RRA):

- Jobs are open to all.
- Appointments are made by choosing the best candidate and through following guidelines laid down by the school policy for recruitment.
- Pay is relative to the job advertised and experience.
- All pupils and staff, irrespective of colour, gender, ethnicity, religion or belief, are given the same opportunities throughout the school.

Other areas of good practice are:

- Multi-cultural studies are part of the PSHE/Citizenship curriculum.
- Community Cohesion is promoted through SMCMP and in RE, PSHE/Citizenship and through English, Drama, Music and Art in particular.
- Students undertake studies of specific countries in Geography as part of their curriculum
- Different religions and beliefs are taught and various festivals celebrated.
- Tolerance and celebration of differences is embedded in our everyday practice.

Special Educational Needs

The school has a policy on Special Education Needs (SEN) in line with the recommendations in the national SEN Code of Practice.

The range of equal opportunities legislation will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with references to the academy financial standards.

Monitoring and review

We ensure that the content of this policy is known to all staff and governors and as appropriate to all pupils and their parents and carers.

The school has an Equality Action Plan setting out proposed actions.

This plan will be reviewed after three years.

It is the responsibility of the Governing Body to ensure that the objectives arising from the policy are part of the School Improvement Plan and support the Headteacher in implementing any actions necessary.

It is also their responsibility to engage with parents and partner agencies about the policy.

We welcome any comments and suggestions from interested parties. Please contact the Headteacher at the school.

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