



CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

Single Equality Policy

<u>Approval Date</u>	23 rd September 2021
<u>Policy Review Date</u>	September 2022
<u>Chair of Governors</u>	
<u>Headteacher</u>	

1. Introduction

This information is published to demonstrate compliance with the following legislation: The Equality Act 2010 and the Equality Act 2010 (Specific Duties) <http://www.legislation.gov.uk/ukpga/2010/15>

At Cansfield we are committed to ensuring equality of education for all. We aim to develop a culture of inclusion and diversity in which people feel free to participate fully in school life. We pledge through our ethos, curriculum, employment practice and management of any incidents to:

- Respect the equal rights of all.
- Educate our pupils about equality, rights and responsibilities.

2. Purpose

The overarching purpose of this Policy is to:

- Adopt a proactive approach to equality.
- Set out the school's aims to promote equality of opportunity and comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED).
- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

3. Statutory Requirements

The Equality Act 2010 has a single equality duty of positively combating inequality. The Act imposes equality duties in respect of equality strands (referred to as protected characteristics), they are:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

We recognise our responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. As a public body, we are also required by the Public Sector Equality Duty under section 149 of the Act to take (positive) steps to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups / people who share a relevant protected characteristic and groups / people who do not.
- Foster good relations between different groups.

4. Roles and Responsibilities

We are committed to:

- Actively tackling discrimination and promoting equal opportunities for all.
- Encouraging, supporting and helping all pupils and staff to reach their potential.
- Working with parents / guardians and with the wider community to tackle discrimination and to follow and promote good practice.

4.1 The Governing Body

The Governing Body is responsible for:

- Ensuring the school complies with the anti-discrimination provisions of the Equality Act 2010 (including as an employer).
- Making sure the school complies with the Public Sector Equality Duty under s.149 of the Equality Act 2010.
- Making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011.

4.2 The Headteacher

The Headteacher is responsible for:

- Making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school development priorities.
- Making sure the Governors, staff, pupils and their parents / guardians are aware of equality issues, as relevant.
- Making sure the document is readily available and that the Governors, staff, pupils and their parents / guardians know about it.
- 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, including relevant identity-related incidents.
- Ensure reasonable adjustments are made, in relation to disability, in regard to pupils, staff, parents / guardians and visitors to the school.
- Ensuring required equality data is published on the website on an annual basis.
- Ensuring that Equality Objectives and actions reflect the needs of the workforce, pupils and the local community.

4.3 All Staff

All staff are responsible for:

- Avoiding unlawful discrimination, harassment and victimisation.
- Promoting equality of opportunity in their work.
- Fostering good relations between groups.
- Dealing with incidents including identity related, racist, homophobic, whether or not they relate to bullying.
- Being able to recognise and tackle bias and stereotyping; challenging any incidents of stereotyping or unfair discrimination perpetrated by other pupils or other staff.
- Keeping up to date with equality law and participating in equality and diversity training.

4.4 Pupils

Pupils are responsible for:

- Supporting the school's equality ethos.
- Sharing concerns or issues with a member of staff.
- Respecting others in their language, culture and actions.

4.5 Visitors and Contractors

Visitors and contractors are responsible for:

- Following relevant school policies.

4.6 Parents and Carers

Parents and Carers are responsible for:

- Behaving in ways which demonstrate respect for others.
- Avoiding language or actions which might cause another hurt or offence.

5. Meeting the Duties

Under equality legislation, Cansfield has the following specific equality duties, which this policy will meet:

- Produce a written Single Equality Policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Consult stakeholders (pupils, parents / carers and staff) on their perceptions of equality within the school.
- Set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.
- Assess and analyse the impact of equality policies on pupils, staff, and parents / carers, in particular monitor pupil admissions, attainment levels and exclusions by disability, sex, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group.
- Record all hate incidents and report them to the Governing Body on a regular basis.
- Audit and monitor curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- Take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.
- Not treat disabled pupils less favourably than non-disabled pupils, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage. Schools must also prepare an accessibility plan to increase accessibility for disabled pupils. This plan must cover: the physical environment; the curriculum; and written communication.
- The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

6. Equality Objectives

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (protected characteristics). For schools this means that it is unlawful to discriminate against pupils or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Marriage and civil partnerships and age are also protected characteristics, but do not apply to our provision for pupils. Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). The specific duties of the PSED states that schools are required to:

- Publish information to demonstrate compliance with the PSED at least annually.
- Prepare and publish equality objectives at least every four years.

Our equality objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

7. Monitoring and Assessing the Policy

We recognise that all our policies may have an impact on the participation and outcomes for all groups of pupils, parents, carers and staff. We will review the impact of our policies on an annual basis.

Pupils will have their attainment monitored throughout the year to establish whether the attainment of a particular group is comparable to other groups of children. Their progress will be monitored both against expected school outcomes and in terms of personal progress. Pupils whose attainment stands still or regresses will be identified so that remedial actions may be taken. The attendance of pupils will also be monitored as part of normal school procedures.

8. Reporting

We report annually about the progress we make in promoting equality of opportunity. Our annual report includes details of information gathered during the year, action points completed and those that are ongoing.

9. Revisiting the Scheme

Our scheme will be reviewed and revised after a period of three years. A new action plan will be introduced, responding to issues identified through our impact assessment.

10. Further Information

For information relating to PSED guidance for schools, please see

http://www.equalityhumanrights.com/sites/default/files/pсед_guide_for_schools_in_england.pdf

Comprehensive general information about each protected characteristic in relation to the Act is available in the Equality and Human Rights Commissions codes of practice, available at:

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>

Appendix 1 - Equality Objectives: 2018-2022

Key Objective	Date of Review	Person Responsible	Expected Outcomes
To close the gap in attainment and achievement between groups of pupils, especially males and females, disadvantaged and non-disadvantaged pupils, pupils with special educational needs and disabilities and children who are looked after.	Jul 2022	DFW	<ul style="list-style-type: none">- Gap in attainment between disadvantaged and non-disadvantaged pupils narrows, both within school and when compared with national figures.- Reduction in achievement gap between male and female pupils.- Increase in the progress and attainment of pupils with an SEN.- Increase in the progress and attainment of pupils who are looked after.
To ensure that all pupils have opportunities to develop their cultural capital during every year of their studies at Cansfield High School.	Jul 2022	GBR	<ul style="list-style-type: none">- Creation of an options pathway that will ensure that every pupil in the school has opportunities to develop cultural capital at every point in their education.- Review Life Studies, Religion and Worldviews and Performing Arts programmes and enhance opportunities for pupils to develop cultural capital.
To provide an environment that welcomes, protects and respects diverse people.	Jul 2022	PSN	<ul style="list-style-type: none">- Equality and diversity become a more prominent area of focus for pupil voice.- Pupil and staff feedback indicates developments in this area.
To address cultural events through form period and year assemblies to increase pupil awareness and understanding of issues in different communities.	Jul 2022	DFW	<ul style="list-style-type: none">- Comprehensive programmes for form and assemblies that address this area.- Feedback from staff and pupils indicates developments in this area.
To ensure that the school is welcoming to LGBT pupils and to reduce the number of incidents of homophobic language by pupils.	Jul 2022	PSN	<ul style="list-style-type: none">- School Uniform Policy becomes gender neutral.- LGBT issues become a more prominent area of focus for pupil voice.- Prominence of LGBT issues in the Life Studies programme reviewed and developed.