



Malbank School & Sixth Form College

Single Equality Policy 2020

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Single Equality Policy

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Malbank School and Sixth Form Single Equality Policy 2020

1. Introduction - Equality and Diversity Statement

As a school we welcome our duties under the Equality Act 2010.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of rights, respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this scheme ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a proactive and holistic way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- Active involvement with key stakeholders in development, implementation and review
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We have incorporated our individual policy for racial equality and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion.

Our scheme includes a plan of action to address these priorities over a 3 year period, our **Equality Objectives Action Plan** which is published on the **Malbank** website along with our **Accessibility Plan**.

2. Legal duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,

- Advance equality of opportunity
- Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any child

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents
- Employment opportunities

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

3. Our Ethos

At Malbank School we believe that everyone has a right to enjoy life in a safe and friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, age, religion or belief, ethnic origin, gender, gender reassignment, sexual orientation, disability or social status.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support where appropriate.

4. Responsibility

We believe that promoting Equality is the whole school’s responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

School Community	Responsibility
Head teacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that staff have appropriate skills to deliver equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Management Team	<p>To support the Head as above</p> <p>Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Helping in delivering the right outcomes for pupils.</p> <p>Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Designing and deliver an inclusive curriculum</p> <p>Ensuring that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated</p> <p>Supporting colleagues within the school community</p> <p>Ensuring that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>

School Community	Responsibility
Local Community Members	<p>Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

5. Specific Equality Areas

Race Equality

Eliminating unlawful racial discrimination:

The definition of race includes colour, nationality and ethnic or national origins.

The School remains committed to having due regard when making decisions or taking actions which may have implications for people from different ethnic backgrounds. Eg. Uniform, Religious observance

All pupils have equal access to the mainstream curriculum. Where a pupil enters school with limited spoken and written English skills they will be given extensive support in the IRC to aid rapid integration.

The School constantly monitors the progress of all pupils via national performance data and internal procedures such as Doodle collection information. (Such data shows that children from ethnic minorities achieve above/in line with national statistics. The size of the cohort is taken into account, as sometimes the group is not considered statistically viable by national bodies.)

The School will continue to take a strong and consistent line when dealing with racist incidents and comply with the Local Authority procedures regarding the reporting of racist incidents. The Assistant Head teacher (Inclusion) will continue to monitor school policy and practice and report to the Governors annually.

The MacPherson Report which followed the Stephen Lawrence enquiry defines a racist incident as

Any incident which is perceived to be racist by the victim or any other person.

The School is committed to including active teaching and learning about racial equality in its daily life. This is reflected in the relationships and attitudes of staff and students, the formal curriculum, and the monitoring of equality

Eg. Formal teaching about racial equality takes place in modules in SHINE, History, RE and English

School displays promote equality

The School complies with the Local Authority Equal Opportunities Policy when recruiting new staff.

The School remains committed to promoting good relations between people of different racial groups in all areas of school activity. This is done via the curriculum, Enrichment Days, extra-curricular activities, International visits, Student Forums and school assemblies.

Disability Equality

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least twelve months.

We will continue to promote equality for disabled people via the curriculum, in particular SHINE; Sport and Performing Arts. We will continue to make the curriculum accessible to all members of the student community.

We will ensure that all services can be accessed by all disabled pupils eg on school trips and residential.

We will eliminate discrimination against disabled people by promoting positive images around the school site and within lessons. We will challenge patronising or discriminatory attitudes via such mechanisms as Student Forums, Enrichment Days and assemblies. We will continue to provide a physical environment which is accessible to and safe for all those with disabilities in line with our Accessibility Plan which will be regularly reviewed by members of the school community. We will continue to offer an inclusive curriculum which encourages and embraces disabled people.

We will eliminate harassment of disabled persons by robust implementation and review of our anti-Bullying policy and practice; working with the pupils, staff, parents and external agencies to promote good practice.

We will promote positive attitudes towards disabled persons via the curriculum; working in partnership with specialist schools and organisations; promoting disabled role models via the Student Planner, school displays and special events such as enrichment days.

We will encourage participation by disabled persons in public life by actively encouraging their involvement in all aspects of the life of the school and making reasonable adjustments to achieve it. Where appropriate we will positively discriminate in order to ensure equality of opportunity.

The School understands that it has a statutory duty to make reasonable adjustments for people with disabilities.

Gender Equality

The school is committed to gender equality and complies with the Local Authority Equal Opportunities Policy when recruiting new staff. The duty includes the need to address the causes of any gender pay gap. This is addressed through Teachers pay and conditions.

The school will continue to promote equality of opportunity between boys and girls by making the curriculum accessible to all; monitoring the up-take of extra-curricular activities on a gender basis, monitoring the differences in attainment between girls and boys and action planning to narrow the gap; monitoring the impact of the Behaviour for Learning (BfL) system and action planning where there is gender bias; challenging stereotyping via the curriculum and options programmes.

Sexual Orientation and Gender Reassignment

The school will not tolerate homophobia or homophobic bullying of any kind. Homophobic bullying involves using behaviour or language that makes a person feel victimised for being lesbian, gay or bisexual – even if they are not.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. The school will ensure that there are no practices which could result in unfair or less favourable treatment of pupils on the grounds of sexual orientation or gender reassignment. This applies also to children whose parents fall under these protected characteristics.

Religion or Belief

The Equality Act defines 'religion' as being any religion, and 'belief' as any religious or philosophical belief. The Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. The school accepts that it has a responsibility to promote community cohesion, develop good relations across different cultures, ethnic, religious and non-religious and social economic groups.

Age and Pregnancy and Maternity

The school understands that it cannot discriminate on the grounds of age or pregnancy and will continue to educate, support and offer guidance to any pupil who becomes either pregnant or a parent. Pupils who become pregnant will remain in school on individual

timetables tailored to their needs and these will be reviewed regularly in accordance with their needs. Risk assessments will be put in place and similarly reviewed. Upon their return to school arrangements will be put in place for a phased reintegration in accordance with their needs. No more than 18 calendar weeks absence will be authorised to cover the time immediately before and after the birth. The school will work with external agencies, including the Education Welfare Service, to facilitate the smooth running of the process.

6. Commissioning and Procurement

When we buy services from another organisation to help us provide our services we will ensure that the organisation will comply with equality legislation by following Local authority and national procurement procedures. This will be a significant factor in selection during our tendering process.

7. Links to Other Policies

We have used our existing policies to inform our Single Equality Scheme. These include:

- Anti-bullying policy
- SEN policy
- Behaviour for Learning
- Shared Expectations
- Safeguarding

We have also used model policies from the local authority, including their equality policy and dealing with racist incidents.

Complaints

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available from the school office or the school website.

Next review 2023