



Federation Policy

Owler Brook School / Whiteways School

Equality Policy

Plan Administration

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Responsibility for the Plan	Lisa Whitehead, Inclusion
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Introduction

Crucible Federation have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender but also by ensuring that the 9 protected characteristics are addressed.

There are nine specific areas (or protected characteristics) which are covered by equality and diversity guidelines and legislation.

Definitions of protect characteristics

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability

A person has a disability if s/he 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.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

A person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex the opposite sex or to both sexes.

For further information on the protected characteristics please see the UK Legislation website.

You are also protected if you are discriminated against because you are perceived to have, or are associated with someone who has, a protected characteristic, For example protecting carers from discrimination. The Equality Act will protect people who are, for example, caring for a disabled child or relative. They will be protected by virtue of their association to that person.

It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the public duties and in creating an inclusive whole Academy environment as well as meeting the duty to promote community cohesion on our Trust and Academy governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at Crucible Federation should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Crucible Federation School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).

Our Strategic Priorities

The duties to promote equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for pupils, parents, staff and the wider community
- Continue to address any issues of attendance by working closely with outside agencies as appropriate
- Identify on an on-going basis any underachieving groups and address any issues of underachievement
- Address issues of stereotyping, including expectations and roles
- Continue to seek the views of children and parents and raise awareness of the impact of bullying and violence, eg, use of PSHE resources, including questionnaires and anti-bullying materials
- Continue to address workforce based equality issues through review of roles and job descriptions and conforming to Human Resources procedures on appointments, promotions and any necessary adjustments
- Striving to ensure fair representation on the Trust and Governing Body that reflects the parent body and local community.

How we will meet the General Duty & Specific Duty

This equality scheme and its action plan on equality and meeting protected characteristics for our Academy set out the specific actions that will be carried out to meet our duties and are listed in the action plan.

Leadership

All staff and Governors at the Academy are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the Trust and Academy complies with the relevant equality legislation
- Ensuring that the Equality Scheme and its procedures are followed

The **Head of School, in conjunction with the Executive Headteacher**, is responsible for:

- Ensuring the Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to any of the protected characteristics

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone including those with protected characteristics
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors to the site

Involvement

In developing our scheme and action plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- We seek the views of pupils both formally and informally through questionnaires and evaluation, pupil interviews and SEN reviews and Student Council actions.
- The views of staff are gained during Performance Management reviews; staff meetings and the evaluation of key priorities.
- We carry out pupil and parents' questionnaires. Findings and action points are communicated to parents. We ask for feedback from any aspect of parental involvement in school life.
- We continually seek the views of all stakeholders

Eliminating harassment and bullying

The Crucible Federation will not tolerate any form of harassment and bullying of either pupils or our staff.

The Governing body has adopted the Sheffield City Council's code of conduct and policy on Harassment, Discrimination Victimisation and Bullying.

Training

New staff receive induction on key policies and equality issues. We provide equality training through;

- Relevant courses for staff and governors as identified in our action plan.
- Training linked to the needs of pupils.
- INSET
- Staff PDMs

Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other activities take equality into account

Information gathering will include:

- Information relating to the profile of the school's workforce.
- Attainment levels of pupils are stored and the pupil tracker will enable us to identify trends in relation to gender, ethnic background and disability.
- The School Census includes data on exclusions.
- Reports of harassment and bullying of pupils and staff are recorded as outlined in our Anti-Bullying policy and report to the Governing Body.
- The Governors' Section retain information on the composition of the Governing Body.
- All information gathered will be in line with the agreed GDPR Policies and procedures and measures taken to ensure data security and confidentiality as required.

Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and will make them aware of The Crucible Federation's expectations as regards adults / pupil relationships.

Visitors

We will take steps to ensure that visitors to our Schools including parents are adhering to our commitment to equality.

Publishing the Scheme

Our policy is published on our website and paper copies are available on request from the school office.

Annual reporting

The report will be published annually through the Executive Head's report to governors, summarising:

- Progress against the action plan
- The results of information gathering
- What has been done with the information gathered.

This report will be made available to all interested stakeholders.

Reviewing and Revising the Equality Scheme

We will review progress against the scheme every year and we will revise the action plan every three years, or in line with new legislative developments arising from any changes in Equality Acts or legislation.

Policy commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to be positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At The Crucible Federation, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the social, cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the student council and pupil surveys, and there are regular opportunities to engage with pupils about their learning and the life of the school through target setting meetings and SEND reviews;

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination in order to ensure equality of opportunity.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Crucible Federation School works in partnership with parents and carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.