

The Abbey School Equalities Policy

Date: October 2017

Co-ordinator: LTm and Governors

Approved by Governors: October 2017 Date of next review: Sept. 2020

Policy Introduction

This policy sets out The Abbey School's approach to promoting equality, as defined within the Equality Act (2010). It covers the full range of protected characteristics namely sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment and age (which is a relevant characteristic in their role as employers but not in relation to students).

The policy covers:

- the school's context
- aims and values
- the school's overall approach to promoting equality, diversity and tackling discrimination
- specific reference to the full range of protected characteristics
- roles and responsibilities
- monitoring, reviewing and assessing impact.

The School Context

The school context is outlined in the 'Self Evaluation – School Context' document which is updated termly by the data manager.

Equality – aims and values

The Abbey School aims to provide equality and excellence for all in order to promote the highest possible standards.

Our Vision Statement for students is:

"To be a responsible member of the community, with the skills and understanding to be a valuable and valued citizen."

Our Mission statement is:



The School's Approach to Promoting Equality

The Abbey School aims 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.

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) i.e. sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment and age (*n/b 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 school will extend this good practice to include other characteristics such as ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

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

A Cohesive Community

Although schools no longer have a statutory duty for schools to promote community cohesion The Abbey School recognises its role in

- promoting understanding and engagement between communities
- encouraging all children and families to feel part of the wider community
- understanding and responding to the needs and hopes of all our communities
- tackling discrimination
- increasing life opportunities for all
- ensuring learning, teaching and the curriculum explores and addresses issues of diversity

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, students 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 if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of victimization, harassment and direct or indirect discrimination

All school staff are responsible for:

- being aware of their legal obligations under the Equality Act (2010)
- 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
- using SEAL (Social and Emotional Aspects of Learning) to promote equality in teaching and learning situations

In the context of The Abbey School's provision for students with LDs and ASDs, students have a role to play in :

- keeping equality and diversity issues on the School Council agenda
- contributing to the development of policies relating to this area. This may include: the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour

Parents/Carers have a role to play in:

- developing awareness of equality and diversity issues through a shared input with staff at Annual Review Meetings, Consultation Days and similar events.

Visitors and contractors are expected to:

- be aware of the standards and expectations of the content of the Equality Act (2010)

Responsibility for overseeing equality practices in the school lies with the headteacher and chair of governors.

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 students etc.)
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The Abbey School's Equality Policy is supported by a Single Equality Scheme. This is linked to the School Development Plan and includes actions determined by the governing body for promoting equality.

The policy will be regularly monitored 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 will be used to inform future planning and decision-making.

The policy should be read in conjunction with other policies including Behaviour for Learning, Anti Bullying, SEN and Learning & Teaching. The principles of equality should apply to all other school policies.