



Sandhurst School Equality Policy

Equality Policy



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Statutory/Non-Statutory:	Statutory
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Applies to:	The Corvus Learning Trust as a whole and to all schools in the Trust
Date Adopted by Local Governing Body:	10/11/22

Policy Statement:

This is a Corvus Learning Trust policy that will be adopted by all Local Governing Bodies within the Trust

Purpose:

To ensure it meets our statutory duty to consider the needs of our **pupils/students** and their families, employees and wider members of the school community

Responsibility for Approval:

Board of Trustees

Responsibility for Updating:

Board of Trustees

Related Policies/Guidance:

See item 3.0 of policy and:

- Curriculum policy
- Accessibility Plan
- Student Behaviour policy
- Anti-bullying policy
- Staff Absence policy
- Staff Pay policy
- SMSC policy

1.0 Equality Policy Introduction

At Sandhurst School we believe everyone has the right to be treated with dignity and respect. As a result, we have developed this policy to ensure it meets our statutory duty to consider the needs of our students and their families, employees and wider members of the school community. We are committed to valuing diversity, tackling discrimination, promoting equality and tackling issues of disadvantage and underperformance of different groups.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics. This document sets out how students, their families, employees and members of the wider school community will be protected from harassment and/or discrimination.

The nine protected characteristics are:

- Disability,
- Gender reassignment,
- Pregnancy and maternity,
- Race,
- Religion or belief,
- Sex,
- Sexual orientation,
- Marriage and civil partnership,
- Age.

As a school we will proactively seek equality for all, being mindful of the requirements from the Equality Act of 2010 and the Public Sector Equality Duty.

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

Therefore, as a school we must consciously think about these three requirements as part of our decision-making processes and pay due regard to equality issues within all our key policies, planning and performance management.

This also means that it is highly likely that each year the School Development Plan will contain a target(s) relating to equality issues.

We will ensure that every student, their family, employee and member of the wider school community is able to achieve high standards, outcomes and positive values.

The policy also recognises and covers all aspects of vulnerability and additional needs, including socio-economic factors where known.

2.0 Equality Objectives

Our Equality Policy will aim to ensure the following:

- i) That everyone who belongs to our school and wider community is treated equally, respected and their individual needs are supported.

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- ii) We promote equality opportunities and eliminate unlawful discrimination, harassment or victimisation related to any protected characteristics.
- iii) That our school's curriculum is broad and balanced, promoting and celebrating diversity and difference, along with developing students' spiritual, moral, social and cultural development.
- iv) Encourage participation by disabled people and people representing different aspects of social identity.
- v) We recognise and promote positive attitudes to all aspects of social identity and diversity
- vi) Promote a shared commitment to British Values.
- vii) Ensure all students and staff have the opportunity to reach their full potential.
- viii) Take clear action to address any gaps or disadvantage faced by particular groups of students.
- ix) Promote and support the continued professional development of all staff.
- x) Comply with statutory duties under equalities legislation.

3.0 Legislative Background

The following legislation has been taken into account when developing this Policy.

- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- Curriculum 2000
- SEN and Disability Act 2001
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- The Equality Act 2010
- The Education Act 2011
- SEND Code of Practice 2015
- Prevent Duty Guidance for England and Wales 2015
- Character Education framework guidance 2019
- Keeping Children Safe in Education 2021

4.0 Who will the Policy affect?

All members of the Sandhurst School community.

5.0 Equal Opportunities for employment

This section deals with aspects of equal opportunities relating to staff at Sandhurst School . We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will strive, wherever possible, for the staffing of the school to reflect the diversity of our community.

5.1. Employer duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

6.0 Methods of discussing and communicating the Equality Plan

Method	Timescale
Assemblies and PSHE	Weekly
Core Safeguarding Meetings	Weekly
Senior Leadership Meetings (Behaviour and vulnerable)	Weekly
Staff Meetings	Half Termly
Staff through Heads of Department/Year meetings	Half Termly
Parent Newsletters	Termly
Working Parties (BAME)	Termly
Local Governing Body (inc parent view)	Termly
Corvus Learning Trust	Half-Termly

Appendix I – Equality Plan

Equality Objectives 2021 – 2025

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	<i>Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i>	<i>Increase in students' participation, confidence and achievement levels</i>	<i>Subject Leaders</i>	<i>Notable increase in participation and confidence of targeted groups</i>
All	<i>Recognise and represent the talents of disabled pupils in PHA programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.</i>	<i>PHA register monitored by race, gender and disability</i>	<i>Member of staff leading on PHA</i>	<i>Analysis of the PHA register indicates it is changing to reflect the school's diversity</i>

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	Early success indicators
<i>All</i>	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in student participation, confidence and positive identity</i>	<i>Subject Leaders</i>	<i>More diversity reflected in school displays across all year groups</i>
<i>All</i>	<i>Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>SCH</i>	<i>More diversity in school council membership</i>
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Community cohesion	<i>Celebrate cultural events throughout the year to increase student awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>Student voice questionnaires</i>	<i>SCH</i>	<i>Increased awareness of different communities shown</i>

Appendix II – Equality Plan – Review check list for school staff and Governors

- Is information collected on race, disability and gender with regards to both students and staff e.g. student achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and students?
- Is pupil/student achievement analysed by race, disability and gender?
- Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all students encouraged to participate in school life?
- Are students who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils/students and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils?
- Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community?
- How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as tutorial time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to students, staff and visitors to the school?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, students and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for appointment of Governors open to candidates and voters who are disabled?