



# ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

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## Equality Policy

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	Position/Committee	Date
Prepared by	Headteacher & Human Resources Manager	May 2016
To be Reviewed	Headteacher & Human Resources Manager	May 2020



# ILKLEY GRAMMAR SCHOOL EQUALITY POLICY

## Introductory notes

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that Academies should draw up and publish equality schemes or policies. It is still good practice, however, for an Academy to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.

## RATIONALE

Ilkley Grammar School is committed to promoting equality of opportunity and good race relations. We value diversity and will strive for a positive Academy ethos, and ensure respect and inclusion for all.

We aim to promote harmonious relationships across the Academy community, and seek to remove any barriers to curriculum access, participation, progression, attainment and achievement. We take seriously our contributions towards community cohesion.

## AIMS

- 1) To create a school ethos with positive relationships that values and respects individuals and promotes equality.
- 2) To challenge myths, stereotypes and prejudices, and prevent and act on racism or any other form of discrimination. The protected characteristics/groups are:
  - Age (as an employer – but not applicable to students)
  - Disability
  - Sex or Sexual orientation
  - Gender reassignment
  - Race
  - Colour
  - Pregnancy or maternity
  - Religion or belief
  - Marital or Civil partner status
  - Ethnic or national origin
  - Nationality
- 3) To encourage everyone in the school community to have a positive self-image, high self-esteem and a sense of belonging.
- 4) To meet student needs and monitor student performance and progress, and tackle any differences between racial or socio-economic groups in terms of attainment, achievement, attendance and Personal Best.

- 5) To ensure equal access to an appropriate curriculum for all students.
- 6) To have clear, understood procedures for dealing with any equality, including race-related, incidents.
- 7) To recognise and celebrate differences and commonality and build a community where students are well prepared for life in a diverse, pluralist society – locally, regionally, nationally and internationally.

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, sex or sexual orientation, gender reassignment, race, colour, pregnancy or maternity, religion or belief, marital or civil partner status, ethnic or national origin or nationality.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

### Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:
  - **Principle 1: All learners are of equal value.**  
We see all learners and potential learners, and their parents and carers, as of equal value:
    - whether or not they are disabled
    - whatever their age, ethnicity, culture, national origin or national status
    - whatever their gender and gender identity
    - whatever their religious or non-religious affiliation or faith background
    - whatever their sexual identity.
  - **Principle 2: We recognise and respect difference.**  
Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
    - disability, so that reasonable adjustments are made
    - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
    - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
    - religion, belief or faith background

- sexual identity.
- **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**  
We intend that our policies, procedures and activities should promote:
  - positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
  - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
  - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.
- **Principle 4: We observe good equalities practice in staff recruitment, retention and development.**  
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:
  - whether or not they are disabled
  - whatever their ethnicity, culture, religious affiliation, national origin or national status
  - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- **Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**  
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys, women and men.
- **Principle 6: We consult and involve widely.**  
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve as appropriate:
  - disabled people as well as non-disabled
  - people from a range of ethnic, cultural and religious backgrounds
  - both women and men, and girls and boys.
  - gay people as well as straight.
- **Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

- **Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

- **Principle 9: We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).** The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

5. We keep each curriculum subject or area under review in order to ensure that learning and teaching reflect the principles set out in paragraph 4 above.

### **Ethos and organisation**

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
  - students' progress, attainment and achievement
  - students' personal development, welfare and well-being
  - teaching styles and strategies
  - admissions and attendance
  - staff recruitment, retention and professional development
  - care, guidance and support
  - behaviour, discipline and exclusions
  - working in partnership with parents, carers and guardians
  - working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

7. The Academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
  - prejudices around disability and special educational needs prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against
  - Travellers, migrants, refugees and people seeking asylum
  - prejudices reflecting sexism and homophobia.

8. Prejudice-related incidents should be reported to the Safeguarding Team as detailed in the Staff Handbook.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

10. The Board of Governors is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
12. A member of the Leadership Team has day-to-day responsibility for co-ordinating implementation of the policy.
13. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

### **Information, staff development and training**

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.  
We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Religious observance**

15. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

### **Breaches of the policy**

16. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Board of Governors.

### **Monitoring and review**

17. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
18. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## **Equality Objectives**

The Equality Objectives which have been set for the next 4 years are detailed in Appendix I attached to this policy.

### ***Background and acknowledgements:***

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.
4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).

OBJECTIVE	ACTION
<p>1. To strengthen the use of internal data to enhance our equality monitoring and identify any actions required to ensure fair employment policies and practices (ADP 2.5)</p>	<ul style="list-style-type: none"> <li>• Making use of available data from recruitment monitoring forms to inform future recruitment strategies</li> <li>• Using information available to us on our Management Information System (SIMS) about our staff and student profile in terms of the protected characteristics</li> <li>• Introducing an internal equality monitoring questionnaire for staff</li> <li>• Ensuring that key statutory policies undergo an equality impact assessment as part of their regular review</li> </ul>
<p>2. To close the gender achievement gap across all year groups (ADP 3.1, 3.2, 3.5, 3.6)</p>	<ul style="list-style-type: none"> <li>• Making this a core objective in our Academy Development Plan for all staff</li> <li>• Ensuring this is a key strategic goal sitting under the remit of a senior leader</li> <li>• Using regular tracking and monitoring to accurately identify students at risk of underachieving and implementing strategies to help close the gap accordingly</li> </ul>
<p>3. To ensure all students with a special educational need or disability, particularly those with complex emotional and behavioural needs, have access to suitable alternative provision where appropriate, in order to maximise their achievement and learning experiences (ADP 1.1, 1.4)</p>	<ul style="list-style-type: none"> <li>• Regularly investigating and evaluating all alternative provision routes available locally</li> <li>• Planning to enhance our provision and support internally, to ensure all students have equal access to an appropriate curriculum suitable to their needs</li> <li>• Introducing support and intervention packages for targeted students from Year 7 onwards</li> <li>• Enhancing the transition process with primary schools in terms of early information gathering about students identified as having additional needs</li> </ul>
<p>4. To promote students' Social, Moral, Spiritual and Cultural (SMSC) development, including their knowledge, understanding and tolerance of those who are different from them, to help foster good relations and eliminate discrimination and bullying in relation to the protected characteristics (ADP 1.5, 1.7)</p>	<ul style="list-style-type: none"> <li>• Having clear and consistent behaviour systems across all year groups to deal with instances of bullying or harassment</li> <li>• Enhancing SMSC and equality provision and understanding through our curriculum delivery</li> <li>• Ensuring that the values and principles underpinning our new 'Guidance' initiative and our 'Personal Best' Policy incorporate these aims</li> </ul>

