

# **Barnwell School**

# **Equality Scheme**



**Adopted by the Governing Body – March 2015**

**Reviewed –**

**To be reviewed – March 2018**

## **Vision and Values**

Our equality vision and the values that underpin school life

### **Achieving Excellence Together**

Our Vision is to create and deliver an outstanding educational experience for every student at Barnwell School. We will achieve this through:

- Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum
- Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students
- Ensuring no matter what the starting point, outstanding progress is achievable by all
- Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging
- Providing a learning environment which is both stimulating, supportive, fosters excellence and independence
- Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise and reward to enable students to achieve their goals in life
- Building positive partnerships with parents and the local community to widen opportunities and secure high quality outcomes for all of our students
- By setting high expectations, we expect all students to progress and maximise their potential by seizing the opportunities provided and valuing their education in order to meet the challenges of our rapidly changing world.

## **Current situation**

### **The standard procedures and processes of our school – disability**

Disability general duty – Disability Discrimination Act 2010

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards people with disabilities
- encourage people with disabilities participation in public life
- take steps to take into account people's disabilities

### **The standard procedures and processes of our school – gender**

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

### **The standard procedures and processes of our school – race**

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **The standard procedures and processes of our school – community cohesion**

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping

- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

## **Legal Background**

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### **General duties**

#### **Disability general duty – *Disability Discrimination Act 2010***

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards people with disabilities
- encourage people with disabilities's participation in public life
- take steps to take into account people's disabilities

#### **Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006***

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

#### **Race general duty – *Race Relations Amendment Act 2000***

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

#### **Community cohesion duty – *Education and Inspections Act 2006***

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them

- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
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### **Specific duties: disability, gender and race**

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

## **Roles and Responsibilities**

Chain of accountability

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

Tony Fitzpatrick Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Head teacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Rebecca Latta
Disability equality (including bullying	R.Latta/ E.Anderson/ S.Booth
SEN	Rebecca Latta/ Elaine Burrows
Accessibility	Rebecca latta/ Alex Petit/ Elaine
Gender equality (including bullying incidents)	Rebecca Latta
Race equality (including racist incidents)	Rebecca Latta
Equality and diversity in curriculum content	Rebecca Latta/ Martyn Patching
Equality and diversity in pupil achievement	Rebecca Latta / Matt Roberts
Equality and diversity – behaviour and	R.Latta/E.Anderson/S.Booth
Participation in all aspects of school life	Andy Reavell
Impact assessment	Rebecca Latta
Stakeholder consultation	Rebecca Latta
Policy review	Rebecca Latta
Communication and publishing	Denise Board/ Lyn Herridge

### **Commitment to review**

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual

update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

## Commitment to action

	<b>Governors will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies</li><li>• Highlight good practice and promote it throughout the school and wider community</li></ul>
Behaviour	<ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and students</li><li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>

	<b>Head teachers and senior staff will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Initiate and oversee the development and regular review of equality policies and procedures</li><li>• Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Ensure the effective communication of the policies to all students, staff and stakeholders</li><li>• Ensure that managers and staff are trained as necessary to carry out the policies</li><li>• Oversee the effective implementation of the policies</li><li>• Hold line managers accountable for effective policy implementation</li></ul>
Behaviour	<ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and students</li><li>• Highlight good practice from departments, individual managers, staff and pupils</li><li>• Provide mechanisms for the sharing of good practice</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>• Ensure that the school carries out its statutory duties effectively</li></ul>

	<b>Line managers will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li><li>• Be accountable for the behaviour of the staff team, individual</li></ul>

- members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behaviour
  - Behave in accordance with the school's policies, leading by example
  - Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties
  - Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Policy Development
  - Contribute to consultations and reviews
  - Raise issues with line managers which could contribute to policy review and development
- Policy Implementation
  - Maintain awareness of the school's current equality policy and procedures
  - Implement the policy as it applies to staff and students
- Behaviour
  - Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme
  - Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties
  - Contribute to the implementation of the school's equality scheme

## **Stakeholder Consultation**

Involving our learners, parents/ and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

### Action Plan

Strand	Actions	How will impact be monitored?	By who?	Time frame
All	Publish and promote the equality scheme through the school website. All staff and governors are aware of the plan through relevant meetings	Awareness of the Equality scheme through staff/governor questionnaires	R. Latta	Scheme published to website March 2015
All	Monitor and analyse student progress, achievement and attendance by race, gender and disability and act on any trends and patterns in the data that require additional support for students	Progress and achievement data analysed after each data track.	RL, Directors of learning	After each data track
All	Ensure that the curriculum promotes role models that young people positively identify with and that reflect the school's diversity in terms of race, gender and disability.	SMSC audit of curriculum reflects diversity. Increase in student participation, confidence and achievement	R.Latta, M Patching	On-going
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in student participation and positive identity-monitor through pastoral system / questionnaires	R. Latta, Heads of college and year	On-going
All	Ensure that all students are given the opportunity to make a positive contribution to the life of the school.	School ambassador representation monitored by race, gender and disability	R.Latta, M.Patching	March 2015 and at the time of ambassador recruitment

Race Equality Duty	Engage organisations such as “Show racism the red card” to develop students’ notion of racial diversity	Reduction of racist incidents reported	M.Patching, R.Latta	On-going
Gender equality duty	To look into range of sports available to boys and girls	Girls feel that they have the same sporting opportunities as boys	R.Latta. PE dept	April 2015
Disability equality duty, Community cohesion	Continue to develop positive links with Greenside SLD school which allow students to work alongside their students	An increasing number of students volunteer to participate in Barnwell/ Greenside collaborative activities	R.latta, C.Quach	On-going
Community Cohesion	Barnwell continues to build links with feeder primary schools	Annual number of first choices Barnwell increases	A Reavell	September 2014 and on-going