

The Archbishop's School

Equality Information and Objectives

2015

Introduction

The Equality Act 2010 replaces and unifies the existing legislation listed below:

- The Race Relations Act 1976, amended 2002.
- The Disability Discrimination Act 1995, amended 2006
- The Sex Discrimination Act 1975, amended 2006

It aims to:

- Eliminate unlawful racial, age, disability, gender or sexual discrimination and harassment
- Promote equal opportunities
- Promote positive attitudes towards and between disabled persons, persons of different racial groups and genders
- Ensure that no employee suffers disadvantage or discrimination because of their age.

Rationale

The Archbishop's School values each member of the school community as an individual created in the image of God. This policy has been developed with the school's Christian ethos and foundation as its basis. All employees are required to support the Christian ethos of the school in their professional life. We are therefore committed to meeting the requirements of the Equality Act 2010 and to the implementation of a policy which achieves equality of opportunity for all staff, pupils and visitors.

Equality does not mean treating everyone the same; it means treating people as individuals, fairly and with respect, having regards for their rights. Sometimes this might mean giving people extra help so that they have the same chances.

The Equality Act 2010 imposes equality duties in respect of each of the protected characteristics:

- Age (refers to employees but not to the treatment of pupils and students)
- Disability
- Gender re-assignment
- Marriage and Civil Partnerships (only in relation to employees)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

The Equality Act has a single equality duty of positively combating inequality. The promotion of an understanding of human diversity in the community as positive and to be celebrated is at the heart of our mission. No member of the community shall suffer unfair direct, or indirect discrimination on the basis of gender, gender

reassignment, disability, age, race, language or national background, sexual orientation, religion or belief. Allegations of victimisation or harassment associated with discrimination will be investigated and pursued through the school's behaviour policies, grievance and discipline policies.

At The Archbishop's School we will give due regard to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity, between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and those who do not.

In practice this means that our AIMS are to:

1. Ensure that everyone is treated equally, fairly and with respect.
2. Eliminate discrimination, harassment and victimisation.
3. Take steps to meet the needs of all persons, but especially those with a protected characteristic.
4. Improve outcomes for all with protected characteristics and those eligible for pupil premium funding, ethnic minority groups, those with English as an additional language and those with a special educational need.
5. Improve the progress and achievement of both boys and girls.
6. Make the school a safe a secure place for everyone.

To help us to do this, we will:

- Publish one or more specific and measurable equality objective every four years
- Report on our progress in meeting the three general duties required of the Equality Act 2010
- Report on our progress towards meeting the specific objective(s) in the Action Plan
- Collect and analyse equality policy data.

As an employer, The Archbishop's School is also committed to combating inequality. We recognise the need for positive role models and fair distribution of responsibility among staff. We aim to:

- Have a balance of male and female staff at all key stages wherever possible.
- Encourage the career development of all staff and ensure that professional development opportunities are monitored on equality grounds.
- Ensure that recruitment and promotion follow equality legislation and there is no bias against persons with protected characteristics.

Furthermore, all staff are provided with training and development which will increase their awareness of the needs of different groups within our school community.

The Governing Body is responsible for:

- Making sure the school complies with all equalities legislation
- Making sure that the Christian ethos of the school is maintained and developed, particularly in matters of equality
- Making sure the equality scheme is implemented and reviewed according to an agreed timescale.

The Headteacher and Leadership Team are responsible for:

- Ensuring the employment practices, promotions and staff development are fair and actively non-discriminatory
- Making sure the scheme is delivered and reviewed regularly, according to an agreed timescale and that information is provided about the scheme and how it is working
- Making sure all staff know their responsibilities and receive training and support to carry these out
- Taking appropriate action in cases of discrimination.

All staff are responsible for:

- Dealing with discrimination and harassment based on discrimination
- Promoting positive attitudes and avoiding discrimination
- Keeping up to date with the law and taking responsibility for their own professional development in relation to the Equalities Scheme as well as participating in school based training
- Being aware of the importance of equality and fairness as a staff body and drawing attention to any areas or events which may cause concern

Relevant Legislation

Gender (sex):

- Sex Discrimination Act 1975 and amendments (2006)
- Equality Act 2006

Gender (reassignment):

- Sex Discrimination (Gender reassignment) regulations 1999

Race:

- Race Relations Act 1976 and amendments (2006)

Disability:

- Disability Act 1995 and amendments (2005)
- Special Educational Needs and Disability Act 2001 and amendment (2013)

Sexual Orientation:

- Employment Equality (Sexual Orientation) Regulations 2003

Religion of belief:

- Employment Equality (Religion or belief) regulations 2003

Age:

- Employment Equality (Age) regulations 2006

Disability Discrimination Act 2005: Definition of Disability

The DDA defines a disabled person as someone who has:

“A physical or mental impairment which has a **substantial and long term adverse effect** on his or her ability to carry out normal day-to-activities”

Definition of the terms:

- Physical impairment includes sensory impairment
- Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness
- Substantial means “more than minor or trivial”
- Long term is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. These are likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Action Plan 2015 – 2016

Objectives	Strategies	Who?	When	Progress
Improve outcomes for students who have English as an additional language	<p>One to one tuition and small group teaching</p> <p>Examination preparation Language and culture development</p> <p>Teachers aware of EAL needs, data analysis and monitoring of progress, with further intervention in place as required.</p>	<p>EAL Co-ordinator</p> <p>Curriculum Leaders AHT: Achievement</p>	<p>On-going to published timetable</p> <p>Timely preparation for mocks and end of year exams at all key stages</p> <p>According to school assessment calendar</p>	<p>In place from September 2014 – to be reviewed throughout the year</p> <p>In place for y11 mock examinations (December 2014)</p> <p>Data files from September 2014. Analysis completed of first tracking in October 2014. Interventions identified by teachers November 2014</p>
Improve outcomes for Pupil Premium students	<p>Pupil Premium Register, individual action plans and “Road Map” to overcome social and cultural disadvantage as well as improving academic outcomes</p> <p>School policy of marking PP exercise books, tests, assessments and examinations first.</p>	<p>Pupil Premium co-ordinator</p> <p>Curriculum Leaders</p>	<p>All KS4 pupils have register and road map in place by September 2014</p> <p>Y7 plans and road map in place from January 2015</p> <p>Y8 and 9 plans and road map in place by June 2014</p> <p>In place across the school by November 2014</p>	<p>Completed. All pupils interviewed.</p> <p>Currently taking place</p> <p>Training given November 2014. Raised in curriculum challenge meetings. To be monitored through learning walks</p>

	Teachers develop and amend learning strategies to help accelerate PP progress	Teaching staff	On-going	To be monitored through learning walks throughout the year.
Use Careers Education, Information and Guidance (CEIAG) to challenge stereotypes in subject choices and career aspirations – challenging stereotypes	Achieve Investors in Careers (IiC) Status 2014 Independent external advice through CXK for all pupils in KS4, with additional advice given where necessary and in KS3 where appropriate to tackle stereotyping Careers programme in place for all year groups to address issues of stereotyping and discrimination Teachers actively recruit range of students to GCSE and A level courses	Head of Careers Curriculum Leaders	Folio of evidence complete by October 2014 CXK service agreement September 2014 CEIAG in place for KS3 and 4. Programme for sixth form students in place from September 2014 Sixth Form – January 2015 Y9 February 2015	IiC achieved November 2014 Agreement signed. Weekly careers advice, drop-in centre and attendance at parents' evenings Sixth Form programme started September 2014
Improve Access to the school site for pupils, parents and visitors	Provide ramping to front of school Paint yellow lines on all steps, mark hand rails.	DHT	September 2014 September 2014 and on-going	Mobile ramp for access to front of school Completed September 2014
Challenge all forms of discrimination by pupils,	PSHE programme	PSHE co-ordinator	From September 2014	PSHE programme reviewed for September

<p>especially the use of homophobic language, sexist stereotyping, racism and religion and belief</p>	<p>School and House assemblies and acts of collective worship</p> <p>Challenge by individual teachers, associate staff and senior staff</p> <p>Celebrating diversity within the school and our community</p> <p>Monitoring rewards (merits and achievement points, school prizes and positions of leadership and responsibility)</p> <p>Restorative justice principles used with and between pupils.</p>	<p>Worship co-ordinator</p> <p>All staff in the school</p> <p>All staff</p> <p>Heads of House</p> <p>AHT - Pastoral</p>	<p>From September 2014</p> <p>From September 2014</p> <p>From September 2014</p> <p>Termly</p> <p>From September 2014</p>	<p>2014</p> <p>In place and monitored through "Thought for the Week"</p> <p>First monitoring November 2014</p>
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