

# **EQUALITY POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

Review Date	October 2024
SLT Responsible	Mr P Cohen

## **Equality Policy**

### **Statement**

Dormers Wells High School is a multi-cultural, multi-racial community of approximately 1464 staff and students. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and life. Our vision of equality applies to the school as a service provider, as a community resource and as an employer. We regard all our students as being of equal value and aim to identify and meet the needs of all students so that they are able to achieve their full potential, helping to raise standards across the school.

At Dormers Wells High School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which continues to champion respect for all. At Dormers Wells High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equal opportunity is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued and respected. Everything that follows in this statement is to help everyone involved here make Dormers Wells High School an equal opportunities and inclusive school.

This policy should be read in conjunction with the school's Pay Policy (2023), Staff recruitment policy (2022), Appraisal Policy (2023), Anti Bullying policy (2023), Behaviour for Learning policy (2023), Community Cohesion policy (2022), Whistleblowing policy (2023) and SEND policy (2023).

### **Aims**

As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day-to-day practice in the following ways.

Our aim is to offer an education appropriate to each individual student's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, or religious beliefs.

- We aim, with regard to the revised SEND Code of Practice and the Index for Inclusion and the Social Inclusion initiatives, to ensure equal access to educational opportunities for all our students, and the opportunity to reach levels of attainment appropriate to or better than their ability.
- We aim to ensure that everyone at the school (staff, students, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from harassment or bullying.
- We aim to ensure that active encouragement is given to all students in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another his or her educational opportunity.
- We will work with all onsite visitors (parents, external agencies, contractors etc) to ensure, as far as possible, that whilst on school grounds they comply with and give due regard to the school's Equality Policy.
- We aim to challenge, in a positive way, any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's Equality and Disability Policies and the Ealing Code of Conduct. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.
- We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and its stakeholders, to ensure an effective educational delivery.

## **Teaching and learning**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- enhance our use of student progress data to improve the ways in which we provide support to individuals and groups of students.
- monitor achievement data more precisely by ethnicity, gender and disability and action any gaps.
- take account of the achievement of all students when planning for future learning and setting challenging targets.
- ensure equality of access for all students and prepare them for life in a diverse society.
- ensure assessment of all students' work is based on the concepts of equality, diversity, clarity, consistency and openness
- use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping.
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- seek to involve all parents/carers in supporting their child's education.
- encourage classroom and staff room discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Dormers Wells High 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 are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **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.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion 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.
- continue to develop professional development opportunities for all staff.
- support from leadership team to ensure equality of opportunity for all.
- from September 2013 bullying and harassment of staff, where formally notified to the Headteacher in writing, will be monitored.

## **Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010)

## **Public Sector Equality Duty**

Under the Equality Act (2010), it is unlawful to discriminate against staff, students or prospective students by treating them less favourably on the basis of a 'protected characteristic.'

The nine protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to students, and so the school is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act (2010) introduced a single Public Sector Equality Duty, which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the act.
- advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

## **Race Equality**

The definition of race includes colour, nationality and ethnic or national origins.

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and other related policies.

The Equality Act (2010) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## **Legal duties**

The Equality Act (2010) places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination and harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation in public life by disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- review and revise this scheme every three years.

### **Gender Equality**

The Gender Equality Duty (2006) places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish an Equality Policy which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.
- review and revise this scheme every three years.

### **Sexual Orientation**

The Equality Act (2006) made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief related to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

### **Community Cohesion**

The Education and Inspections Act (2006) inserted a new section 21(5) to the Education Act (2002), introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **Students**

All students are valued for themselves and can expect to have their culture and language treated positively and with respect.

Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Students will be able to contribute to the development of equal opportunities and other school policies through the student leadership groups.

If students feel they have been abused racially or bullied they should report the matter immediately to their Form Tutor/Year Leader. All students can expect to be listened to and have their complaints investigated. If a student feels their complaint has not been properly dealt with they may take the matter to the Headteacher. Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by staff/form tutor/year leader. Anyone who has committed such offences will be dealt with appropriately – in the case of students this may include suspension from the school.

All students should treat each other and staff with respect.

### **Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening and parent-school forums.
- Feedback from the student leadership groups, CPSHE lessons and health related surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at governing body meetings.

## **Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students and staff, and responsive to their needs based on the protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

### **The role of the Headteacher (or senior leader responsible for equalities)**

- It is the Headteacher's role to implement the school's Equality Policy and that the Headteacher is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy, and that all staff apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Policies on displays, notices, meals, uniform etc, in the school will reflect its multi-racial population.

### **The role of all teaching and support staff:**

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- The school values the fact that many students are bilingual and will encourage the teaching and/or use of community languages.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

### **Tackling discrimination**

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

**Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic.

**Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying regarding students should in the first instance be dealt with by the member of staff present following the school's behaviour for learning policy. Incidents of this nature involving a member of staff are reported directly to the Headteacher who will initiate an appropriate investigation. Racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

**Harassment** is defined in the Equality Act (2010) as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

**Victimisation** occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act, e.g. making an allegation of discrimination.

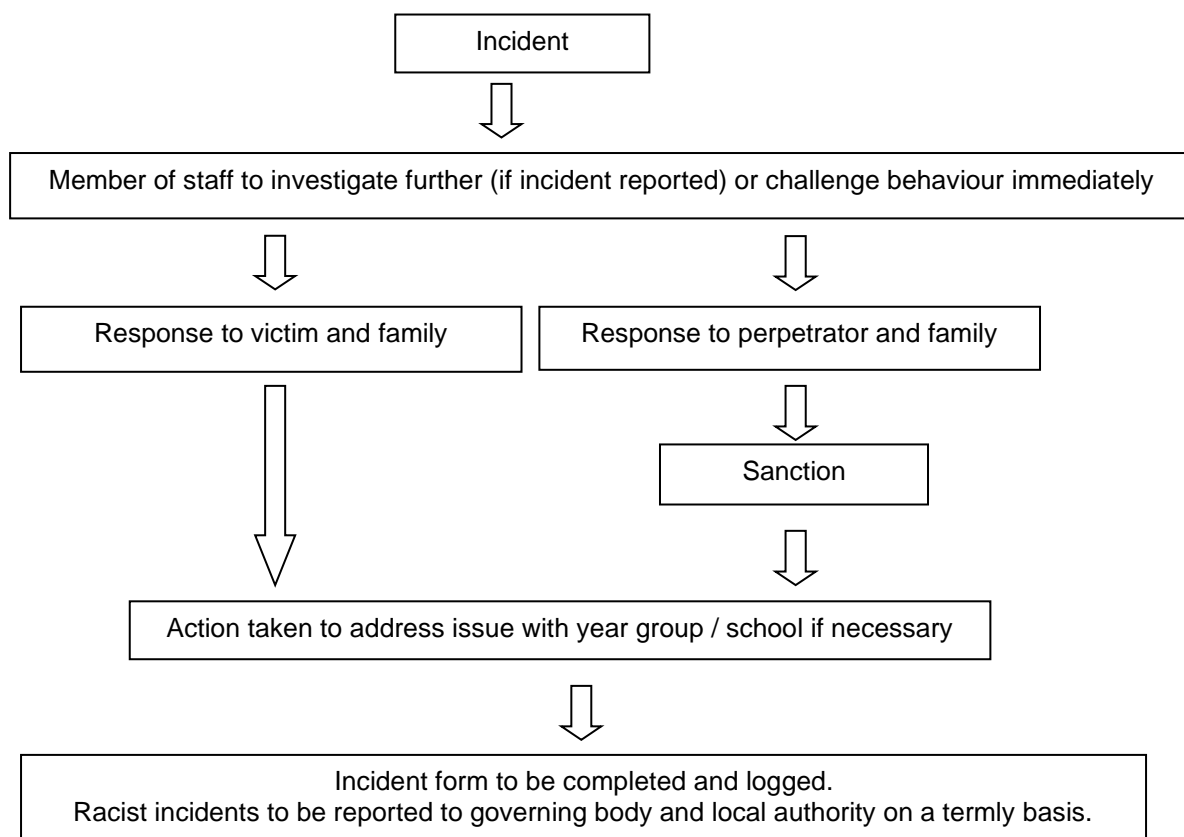
### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to students and staff how they report incidents. All staff, teaching and support staff, should view dealing with incidents as vital to the well-being of the whole school.



### Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress and take appropriate action to address any gaps.

### Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- publish our information and objectives on the school website.
- raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications.
- make sure hard copies are available.

Publication of information in future years should include evidence of the progress made against the objectives set. The information released does not simply have to be statistical data but can for example include minutes from governing body meetings that demonstrates progress.

### Monitoring, Reviewing and Assessing Impact

The School's Equality Policy is supported by a Single Equality Scheme which is linked to the school development plan and includes targets determined by the governing body for promoting equality. The policy will be regularly monitored and reviewed 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 as a result of impact assessment will be used to inform future planning and decision-making.



The named member of staff and governor responsible for equality will monitor specific outcomes.

Interim reports will be given to the termly Governor Sub Committees and the Headteacher will provide monitoring reports for review by the Governing Body annually.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

**Reviews and Operation of this Policy**

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Roisin Walsh**

## **Appendix A**

### **Ensuring Equality of Opportunity and Participation**

#### **The school will ensure that:**

- student achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.
- all staff are aware of the school's Equality Policy.
- the talents of disabled students are recognised and represented in Higher Achievers programmes – programmes (HAPs), and representation on the programmes fully reflects the school population in terms of race and gender.
- there is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the student leadership groups, class assemblies, fund raising etc.
- disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE, dance and assemblies.
- extended school activities such as breakfast and after-school clubs take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- staff, students, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, student leadership meetings, parents' evenings etc.

#### **The school will provide:**

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; and in the new school building that children with hearing impairment have an enhanced acoustic classroom environment
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs)
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users)

### **Promoting Positive Attitudes and Meeting Needs**

#### **The school will:**

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce.
- actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute.
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.

- provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- support disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- help children and young people to understand others and value diversity.
- promote shared values, awareness of human rights and how to apply and defend them.
- develop skills of participation and responsible action – e.g. through citizenship education within the CPSHE and citizenship curriculum.

### **Eliminating Discrimination and Harassment**

#### **The school will:**

- develop and adapt its procedures on anti-bullying to include equality perspectives.
- support staff to challenge and address any bullying and harassment that is based on a person's race, sexual orientation, disability, gender or ethnicity.
- extend the record beyond racist incidents and report how these incidents are dealt with to the governing body and local authority on a termly basis.
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

#### **Monitoring Impact**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

### **Additional Notes on Disability Equality**

The Disability Discrimination Act (DDA) (2005) placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services by:

- promoting equality of opportunity between disabled people and other people.
- eliminating discrimination and harassment of disabled people that is related to their disability.
- promoting positive attitudes towards disabled people.
- encouraging participation in public life by disabled people.
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

#### **Promoting Disability Equality**

This school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrable ways. Policy and progress will be reviewed annually.

We will maintain information about all our school members whose impairment affects:

- Ability to lift, carry or otherwise move everyday objects
- Continence
- Manual dexterity
- Memory or ability to concentrate, learn or understand

- Mobility
- Perception of the risk of physical danger
- Physical co-ordination
- Speech, hearing or eyesight

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- Hearing or sight impairments
- HIV
- Mental health or learning difficulties
- Mobility difficulties
- Multiple Sclerosis

The designated Lead Professional for Disability Equality is the Headteacher. He/She will ensure, in addition to the annual review of this policy that disabled school members have the opportunity for discussions about policy or practice changes that occur at times during the year.

### **Monitoring Disability Equality**

The governing body will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that the school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure students feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new students to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The Lead Professional for Disability Equality will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the governing body and incorporated in the public minutes of the governing body meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

The Lead Professional for DES will collate information about the educational opportunities available to and achievements of disabled students based on data collection and on student/parent interviews. The results will be reported to the governing body and incorporated in the public minutes of the governing body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

### **Developing Disability Equality**

The Lead Professional for Disability Equality will gather together all the information relating to disability equality in order to review the Equality Action Plan. In producing this plan there will be involvement of representatives of anyone in school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities.

The Equality Action Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled students, employees, parents and carers and any other disabled people using the school's facilities.

All action plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled students though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled students who also have special educational needs. Specific goals will also be set for increasing the number of disabled staff employed by the school though the appropriateness of this will be considered in relation to the size and location of our school.

### **Impact Assessment**

As well as evaluating the actuality of the impact of our policies and practices we will seek the perceptions of disabled students and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Equality Action Plan.
- School Leadership will evaluate the impact of policy and practice using the published success criteria.
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a governors' meeting.

A decision will be made each year by the Headteacher/Lead Professional for DES and based on the actual number of students and staff who are disabled, as to the method of gathering the perceptions of disabled students and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by Leadership, reported to governors and acted upon accordingly.

### **Additional Notes on Promoting Race Equality:**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination.
- promote equality of opportunity.
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality.
- assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students.
- monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

Dormers Wells High School is a multi-cultural, multi-racial community of over 1450 people, both adults and students. We believe that everyone in the school is of equal value and should have equal opportunities in school and the community and in life.

All schools are required to include, in their single Equality Scheme, their provisions for promoting race equality and to assess all other policies and schemes to ensure compliance with the same.

With regard to the statutory Code of Practice on the duty to promote Race Equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.

To take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress; their experience of disciplinary measures (such as exclusions), admissions, or assessment. This will be reflected in Individual Health Care Plans (EHCPs), with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all students.

To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.

To prepare students to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The Citizenship Education programme and the agendas of year and student leadership groups will play key roles in achieving this objective.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities and racial equality policies and code of practice.

To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds.

All of the provisions of the over-arching single Equality Scheme apply to the racial equality provisions.

### **Additional Notes on Gender Equality**

#### **The Duties**

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty is in two sections; - the "General Duty" and the "Specific Duty". This duty is now incorporated in the requirements of the Equality Act 2010.

#### **The General Duty**

We will actively seek to:

- eliminate unlawful discrimination and harassment.
- promote equality of treatment between males and females.
- protect the dignity and privacy of transgender persons.

#### **The Specific Duty**

The school will:

- consult staff, students, parents and local community groups to help to determine our gender equality objectives.
- gather and use information on how our school policies and practices affect gender equality both in our workforce and in our educational functions.
- produce a gender Equality Scheme identifying our aims and proposing actions to achieve those aims.
- set a three year timetable of the stages by which we intend to implement those actions as far as is possible.
- assess, monitor and review the impact and progress of the scheme.
- review and revise the scheme every three years.

### **Gender Equality Guidance**

The production of this Gender Equality Guidance within the single Equality Scheme provides a framework for integrating gender equality into all aspects of school life and demonstrates how the school will seek to fulfil the specific duty.

- Both males and females will be involved in evolving the guidance. In particular a working group will be set up consisting of male and female representative members of staff, governors and students to lead in carrying out the duty.
- The school will maintain a voice for all students, staff parents and carers. Questionnaires to stakeholders will be used through the working group and with the help of staff discussion will be initiated with students to get feedback on whether the school is carrying out its duties in the context of gender equality and asking for comments and suggestions.
- As a result of information gathered, the working group will draw up an action plan to address all issues and to say how progress will be monitored. They will use the school news letter and other forums to keep parents, carers and the community aware of what is happening

The governing body proposes that, in addition to information gathered by the method outlined above, the following shall also form part of, or be implied in, the action plan.

- To encourage parents and carers of both genders to attend parents' evenings and to become involved in the school's learning environment
- To seek to ensure that there is a fair gender balance on the governing body so far as is possible
- To provide successful positive role models from both gender groups to support our work related learning programme
- To identify and seek to eliminate stereotypes in curriculum content. In particular to challenge perceptions that certain subjects are appropriate mainly to boys e.g. science and technology are seen as 'male' subjects whereas English, languages, drama and food technology are traditionally 'female' subjects and should be studied by girls
- Opportunities to participate in all types of sports and also in dance will be equally available to boys and girls
- Programmes will target underperformance by certain groups of boys
- Sex education will include gender specific programmes to deliver sexual health education
- Discrimination, bullying, harassment of all children, young people and adults will be dealt with according to our stated policies, regardless of gender
- To review ensure that the lettings policy does not have any unnecessary discriminatory elements. In particular to look at the safety and security provision for evening lettings
- To seek to ensure that contractors employed by the school are made aware of gender issues related to staff and students. In particular, contractors must be trained to avoid gender stereotyping in their attitudes towards students
- To ensure that our admissions and exclusions patterns operate fairly.
- To challenge sexist behaviour in whatever form it takes. We shall actively encourage boys and girls to respect each other as equals and make clear the unacceptable nature of violence, especially against girls and women
- The school must be seen to seek to employ, promote and train men and women equally at all levels and in all phases of education and childcare
- We will not tolerate harassment of people based on their gender or transgender status

Note: Definition of 'Gender'

'Gender' in this context refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities. It is not directly to do with the biological differences between male and female.

## **Review**

Opinions gathered may well result in some amendment of existing policies, and all new policies will be drawn up with gender equality in mind.

The same working group will reconvene to monitor the effectiveness of the scheme and progress made on a regular basis. This guidance will be reviewed annually as part of the single Equality Scheme Review and after three years, a full self evaluation of it will take place.

## **Summary**

The school involves interested parties at all stages of development and review of the various components of the single Equality Scheme.

Information is collected on race, disability and gender relating to staff, children and other interested parties and will be used to inform policies, strategic planning and activities.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

The curriculum includes opportunities for students to understand issues relating to the key areas of race, disability and gender. Visual displays within the school should reflect race, disability and gender issues appropriately.

All students are encouraged to participate fully in school life and every effort is made to ensure positive contribution from them.

In particular student achievement will be analysed by race, disability and gender and where necessary informs action planning.

General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any potentially motivated incidents being reported to the governing body on a termly basis.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

Every effort is made to ensure that the physical accessibility needs of students, staff and visitors to the school.

Open evenings are held in areas of the school most easily accessed by parents and carers.

The needs of parents, students and staff are considered in respect of publishing and sending out information.



### Equality Discussions Adult / Student Record

Record any discussions, relating to race / gender / disability equality, with staff member, other adult or student.

This record may be completed by the individual school member, or by the staff member conducting the discussion.

If issues of confidentiality arise the record may be completed anonymously and coded for accountability purposes.

<b>Name (or reference code):</b>	
<b>Date</b>	<b>Discussion</b>

Date reported to governors