

International



English Schools UK
Breckland

IES BRECKLAND

EQUALITY POLICY

Approved by the Governing Body, Chair of Governors:

A handwritten signature in black ink, appearing to read 'A. D. ...', written in a cursive style.

Reviewed October 2015

Introduction

This policy sets out IES Breckland's approach to promoting equality, as defined within the Equality Act (2010). It covers age*, sex (gender), race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion.

This policy should be read in conjunction with the Accessibility Plan, Safer Recruitment Policy, SEN Policy, Behaviour Policy and Anti-Bullying Policy.

The School Context

IES Breckland, is in a small rural town in Suffolk. The majority of students are of White British heritage (86.77%*) and a small number (13.23%*) come from a range of Asian, Black, Other White and White Eastern European backgrounds.

(*As at 1 October 2015)

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards. The core values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where students are well prepared for life in a diverse society

The School's overall approach to promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the school will seek to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

**(NB 'age' is also a protected characteristic but not in relation to students of any age in a school)*

A Cohesive Community

IES Breckland will ensure that all students and potential students have equal access to the School's curriculum, according to aptitude and ability. The School is committed to the full inclusion of its students who have special educational needs and disabilities (see SEN Policy).

The Schools seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all

- ensure that learning, teaching and the curriculum explore and address issues of diversity
- Positive attitudes and awareness development for equality of opportunity are specifically taught through the PSHE programme.

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy is properly implemented
- making sure related procedures are followed
- assigning a named governor.

The Principal is responsible for:

- the Equality Policy, for delegating responsibilities and tasks to other staff, for ensuring that the Policy is known and understood by staff, governors and students and is available to parents if required
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
 - modelling good practice, dealing with discriminatory incidents and being able to:
 - recognise and tackle bias and stereotyping
 - promote equality and avoid discrimination against anyone
 - keep up to date with the law on discrimination and take training and learning opportunities.
- All staff are responsible for following the Policy, applying it in the areas of their responsibility and reporting incidents of unequal treatment to the appropriate senior member of staff. Staff relationships with each other should follow equal opportunities principles and be free from issues such as sexual harassment or bullying. Staff should also promote equal opportunities through their behaviour towards students and their expectations of students.

Students are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of students (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled students etc.)
- monitoring exclusions.

Staff Appointments

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications, experience and suitability for the post (see Safer Recruitment Policy).

Staff Development

All employees have equal chances of training, career development and promotion opportunities.

All recruits to the School will be offered induction training, which will include a reference to our Equality Policy.

People becoming disabled while in employment at the School will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Monitoring, Reviewing and Assessing Impact.

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. The Principal 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.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.