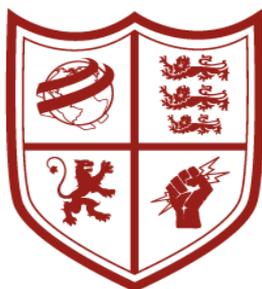


Stretford
Grammar School
Aspirat primo fortuna labori

Equality Policy

Ratified by Governors : March 2018



Equality Policy

Member of staff responsible:	H Dolphin
Date:	March 2018
Governing Body Subcommittee :	Student Welfare

Single Equality Policy

At the heart of the school's ethos is the ambition that every student has the opportunity to experience success. Whether in sport, enrichment or the curriculum, students will develop their self-confidence and employability through:

- A school community which is committed to development of staff and students by embracing leadership opportunities
- Making maximum progress as a result of consistently high standards of teaching and learning
- A curriculum which provides all students with the skills and knowledge to facilitate a love of lifelong learning and the motivation to realise their potential as active citizens in an ever changing world
- Facilities designed and planned to meet the needs of the school community and provide opportunities to enrich and enhance learning
- The development of an extended school, working in partnership to meet the needs of the wider community

Therefore, at Stretford Grammar School we believe:

- In the pursuit of academic excellence
- In having high expectations of the progress of our students
- That we learn best in an environment where success in all its forms is celebrated and everyone is encouraged to take personal responsibility
- That this environment is created through clearly stated expectations of behaviour with emphasis on discipline and appropriate rewards

- That everyone needs to experience success in some aspect of school life to gain confidence and raise self esteem
- That we are all members of a learning community built on mutual respect and support

This single policy replaces separate policies on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It details Stretford Grammar School's policy on the day-to-day practices and interactions with the whole school community.

Purpose

The over-arching purpose of this Policy is to:

- Adopt a proactive approach to equality
- Set out the Trust's aims to promote equality of opportunity and comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED)
- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- Make changes to ensure that any areas of potential inequality are eliminated

Equality Act 2010

The Equality Act 2010 has a single equality duty of positively combating inequality. The Act imposes equality duties in respect of equality strands (referred to as protected characteristics), they are:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Public Sector Equality Duty (PSED)

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited under 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 persons who do not share it The specific duties of the PSED states that academies are required to:
- Publish information to demonstrate compliance with the PSED at least annually
- Prepare and publish equality objectives at east every four years

Who is the Policy for?

The policy applies to all staff employed by Stretford Grammar School, as well as members of the Board of Governors and those contracted to undertake work at the school, voluntary or otherwise.

Roles and Responsibilities

The Board of Governors are responsible for:

- Ensuring that the school complies with equality-related legislation
- Ensuring that the policy and its procedures are implemented
- Ensuring all other school policies promote equality
- Giving due regard to the Public Sector Equality Duty when making decisions.

The Headteacher is responsible for:

- Implementing the policy and its related procedures
- Making all staff aware of their responsibilities and providing training as appropriate to enable them to effectively deliver this policy
- Taking appropriate action in any case of actual or potential discrimination
- Ensuring that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff
- Ensure that all staff and students are aware of the process for reporting and following up bullying and prejudice-related incidents

All staff are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy
- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping
- Promoting equality and good relations and not discriminating on any grounds
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation
- To be models of equal opportunities through their words and actions

All students are responsible for refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All visitors and contractors must be aware of, and comply with; the school's Single Equality Policy and refrain from engaging in discriminatory behaviour when on school premises.

Ethos and Atmosphere

- There is an openness of atmosphere within Stretford Grammar School which welcomes everyone
- All members of Stretford Grammar School will challenge any type of discriminatory and /or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All students are encouraged to greet visitors with friendliness and respect
- Displays are of a high quality and reflect diversity across all aspects of equality of opportunity

Policy Standards

Stretford Grammar School welcomes and promotes an inclusive working and learning environment based on the principles of equality, dignity and respect. Individuals are taught, trained, assessed, appraised, promoted and otherwise treated solely on the basis of their relevant merits and ability, thereby being afforded equality of opportunity both in their working /educational life and access to services available from Stretford Grammar School.

Any form of discrimination, harassment or victimisation will not be tolerated. School will support staff and students in challenging and removing all forms of prejudice and discrimination from the workplace.

This means that **Stretford Grammar School will:**

- Take reasonable and necessary steps to meet students' needs by using a variety of approaches and reasonable adjustments for disabled students, to enable them to fully participate in school life
- Be committed to ensuring staff with a disability have equality of opportunity
- Expect positive attitudes towards students and staff and everyone to treat others with dignity and respect
- Regularly consider the ways in which the teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping
- Monitor the progress and achievement of students by the relevant and appropriate protected characteristics
- Collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity
- Ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language
- Ensure equality of opportunity in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic

- Expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping

Meeting the Duties Under equality legislation Stretford Grammar school has the following specific equality duties, which this policy will meet:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity
- Consult stakeholders (students, parents/carers/guardians and staff) on their perceptions of equality within the school and build the results of consultation into the equality policy.
- Set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account
- Assess and analyse the impact of equality policies on students, staff, and parents/carers/guardians, in particular monitor student admissions, attainment levels and exclusions by disability, sex, religion and different racial groups.
- Take such steps as are reasonably practical to improve any adverse outcomes for any group
- Record all hate incidents and report them to the Board of Governors on a regular basis.
- Audit and monitor curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled students, and challenge stereotypes to promote community cohesion and a positive image of a diverse community
- Take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage
- Not treat disabled students less favourably than non-disabled students, and to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- Schools must also prepare an accessibility plan to increase accessibility for disabled students This plan must cover: the physical environment; the curriculum; and written communication
- The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account

Equality Objectives /Action Plans

Stretford Grammar School is responsible for producing, implementing and monitoring an Action Plan **(see Appendix 1)**.

Action Plans are a fundamental part of the Policy. Although an integral part of the Policy, the Action Plans are standalone documents and will change regularly as progress is made on the identified actions and new actions are identified. Action Plans will link with school improvement, curriculum reviews and annual self-assessment.

Whilst the Policy sets out the vision, the Action Plans translate that vision into actions targeted to achieve equality outcomes. The Action Plans detail the actions which will be taken to make the commitments in the Policy a reality. The Action Plans are also the means by which students can be encouraged to participate and by which students, staff, parents, carers and guardians can be empowered to address equality issues.

Action Plans are:

- based on objective evidence
- focused on the desired outcomes; specifically related to the Policy the Action Plans act as tools for reviewing and monitoring the progress made by the school towards achieving the vision set out in the Policy; they are dynamic documents, constantly evolving as outcomes are met and new actions identified.

Principles of Action Planning:

1. Each action within the Action Plan will be specific, measurable, achievable, realistic and time limited
2. Measurement of progress towards desired outcomes is essential

Stretford Grammar School is mindful of laws relating to confidentiality when devising this Policy. Although there is a statutory duty to share information about each school's Action Plan, the school recognises that care must be taken when sharing or publishing statistics, data or information to ensure that this cannot be used to identify individuals.

Equality Impact Assessment (EIAs)

Stretford Grammar School will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation. The Equality Impact Assessment template will be based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people

The outcome of equality impact assessments will be reported to the Board of Governors. Any identified improvements will be included in the School's Improvement Plan.

Commissioning and Procurement

Stretford Grammar School, as required by law, will ensure that when they buy services from another organisation to help provide services that the organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Policy Development

This policy applies to the whole Stretford Grammar School community. Existing policies have been used to inform the Single Equality Policy, including the following:

- Accessibility Policy and Plan
- Anti-Bullying Policy
- Behaviour Policy
- School Development /Improvement Plan
- Special Educational Needs and Disability Policy (SEND)
- Teaching and Learning Policy

Further Information

For information relating to PSED guidance for schools, please see

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For technical guidance, please see: http://www.equalityhumanrights.com/sites/default/files/documents/PSD/technical_guidance_on_the_public_sector_equality_duty_england.pdf

Comprehensive general information about each protected characteristic in relation to the Act is available in the Equality and Human Rights Commissions codes of practice, available at: <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-actguidance-codes-practice-and-technical-guidance>

Appendix 1

Equality Objective	Actions	Who is responsible?	Costings	Timescale	Expected Outcomes
<p>To ensure that there are safe evacuation processes in place for those with restricted mobility in each part of the building</p>	<ul style="list-style-type: none"> • Identify key points for Evac Chairs • Put in place recognised training to ensure safe exits • Evac chair plans built in to fire safety processes 	<p>JE</p>	<p>X4 Chairs £1000 Training £1000</p>	<p>Sept 2017</p>	<p>Processes in place for safe evacuations from school</p>
<p>To provide better access to the fields and greener spaces in order that those with restricted mobility can participate in sport and outdoor leisure</p>	<ul style="list-style-type: none"> • PE to review curriculum to allow better access for students with restricted mobility • Establish links with providers of sport for those with impaired mobility in order to encourage physical activity where appropriate • Pathways in to greener areas of the school established to allow access to outdoor space, particularly at the rear of the school 	<p>JE/HG/HD</p>	<p>Tbc – liaise with grounds man Approx £10,000</p>	<p>June 2019</p>	<p>Students able to access fields and outdoor areas for mindfulness Improved access to outdoor sport, particularly in summer months</p>

<p>To continue to promote and develop a harmonious and tolerant school community that understands different cultures and ways of life</p>	<ul style="list-style-type: none"> • Develop a range of drop down days that promote tolerance and awareness of other cultures • Gain accreditation through the Rainbow Award • Develop a programme of outside speakers to work through the PSHCE Curriculum in order to promote and educate greater understanding of diversity and protected characteristics • Use of assembly, PSHCE, curriculum programme and SGS events to encourage to reflect on their own identity, be respectful and have a knowledge of other identities 	<p>IW/HD/PLs</p>	<p>Staff time</p> <p>Costings of external support</p>	<p>July 2018</p>	<p>Programme of drop down days completed</p> <p>Rainbow Award in place</p> <p>Programme of outside speakers in place who are specialists in their fields</p>
<p>Continue to support children with SEN in order to narrow the gap in outcomes</p>	<ul style="list-style-type: none"> • Purchase provision mapping tool to track interventions and ensure staff are targeting needs of children 	<p>HD/DPU</p>	<p>£4000 provision map tool</p> <p>Non-Teaching</p>	<p>July 2019</p>	<p>Improved P8 data with students accessing a wider curriculum through improved literacy interventions</p>

	<ul style="list-style-type: none"> • SENDCO to deliver training re range of specific needs of students and how these can be met • Further develop LSAs to put in place expert support • Passports to be circulated to staff about support required for students • Develop further, literacy of students with SEND by putting in place specific intervention programmes so that students can access the curriculum • Barriers to learning identified re-examination success and timely intervention's in place 		SENDCO appointed		<p>Staff trained on a range of SEND needs and these are built in to lesson planning and provision</p> <p>Trained LSAs to support a range of additional needs</p>
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