

## EQUALITY POLICY

### Section A Introduction

The Equality Act 2010 was introduced fully in April 2011. Previous equality legislation has been brought together under one act which has general principles and specific educational ones. The previous legislation was:

- The Race relations Amendments Act
- The Disability Discrimination Act
- The Sex Discrimination Act

The local authority deadline for publishing information regarding the Equality Policy was Jan 2012, and the individual school deadline was April 2012.

This school policy will replace the current policies:

- Equality, Diversity and Race Equality Policy 2010
- Community Cohesion Policy 2010

The society in which we live often confines people to stereotypical roles and in conforming to these an individual's aspirations may be blunted and their abilities not used to the full. Within our school community, by actively promoting equal opportunities, we aim to give all our students equal access to learning so that they are able to develop according to their talents and preferences.

Bridgewater's Equality Policy provides a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment or victimisation; promote equality of opportunity; promote good relations and positive attitudes between people of diverse backgrounds in all its activities. Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils.

Through the Equality Policy, the school seeks to ensure that no member of the school community, which includes prospective pupils, pupils at the school and, in some cases, former pupils, receives less favourable treatment on any grounds. This covers all the '**protected characteristics**', which for schools are: age, marriage and civil partnerships, disability, race, religion and belief, sex and sexual orientation, pregnancy and maternity and gender reassignment.

At Bridgewater we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics and seek to go beyond this where we can. We hope that this policy adheres to international human rights standards as expressed in the

- UN Convention on the Rights of the Child,
- UN Convention on the Rights of People with Disabilities
- Human Rights Act 1998.

## Section B Statements and procedures

Guiding principles:

1: **All learners are of equal value:** We see all learners and potential learners as of equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual identity.

2: **Recognise and respect difference:** Treating people equally can mean treating them differently. Policies must not discriminate but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantage which people face, in relation to:

- disability, so that **reasonable adjustments** are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3: **Foster positive attitudes and relationships with a shared sense of cohesion and belonging:** We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of bullying and harassment
- positive interaction, good relations and dialogue between groups different from each other in terms of ethnicity, culture, religious affiliation and national origin, and an absence of prejudice-related incidents.
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment.

4: **Observe good equalities practice in workforce development:** We will ensure that policies and procedures should benefit all employees/potential employees in recruitment, promotion and CPD whatever their protected characteristic.

5: **Aim to reduce or remove current inequalities and barriers:** In addition to avoiding or minimising possible negative impacts, we will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

6: **Society as a whole should benefit:** Our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of disabled people as well as non-disabled, people of a wide range of ethnic, cultural and religious backgrounds and both women and men, girls and boys.

### 7. Practices will be based on sound evidence.

We will ensure systems allow for information to be shared and responded to about any protected characteristic. This information will be shared appropriately to ensure greater equality where reasonably possible.

#### Curriculum

All curriculum areas must show that all pupils, where reasonably possible, have equal access to the curriculum experience available both within the taught curriculum and the enriched/extra-curricular experience.

#### Ethos and Organisation

The principle to achieve greater equality will apply to the policies concerned with:

- pupil's progress, attainment and achievement
- pupil's personal development, welfare and wellbeing
- learning and teaching styles
- admission and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

- working in partnership with parents, carers, guardians and the wider community.

### **Addressing prejudice and prejudice-related bullying**

The school's bullying policy outlines the procedure for responding to, recording, monitoring and reporting prejudice-related bullying incidents. In line with LA guidance such incidents are reported to the Local Authority.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy, its related procedures and action plans are implemented. The responsibility for this is delegated to each of the Governing Body Committees and overview of this is the remit of the Scrutiny and Finance Committee. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **Information and resources**

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents/carers.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and will comply with reasonable requests relating to religious observance and practice.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with. This is determined by the headteacher and governing body.

## Section C Provision

A number of provisions have been put in place to support the equality Policy. These include changes to the curriculum, timetable, staffing and deployment, physical environment, personal development centres and learning hubs. In addition, general procedures help support the monitoring and evaluation of pupil progress, behaviour and attendance.

### Personal development and learning

- Personal Development Centres located at upper site (KS4) focusing on providing Alternative curriculum frameworks, coursework support, emotional support, mentoring and skills development
- Teaching and Learning Centre located at lower site (KS3) provides a positive environment for small group teaching, for 1:1 tuition, for emotional support, for social and personal development
- Route 67 based within the Teaching and Learning Centre at Lower site providing a stepping stone for vulnerable students making the transition to high school. It delivers an Integrated Humanities course to a small group of students.
- The BASE located at lower site focuses on giving students with behavioural and additional emotional difficulties a supportive environment enabling them to experience as full a range of the curriculum as possible.
- The Designated Provision located across both sites is a local authority funded centre for students recognised on the Autistic Spectrum who need specialised support to access the mainstream high school environment.
- Structured intervention wherever necessary.

### Physical Environment

- 1<sup>st</sup> floor access via lifts at both sites including Humanities block
- Wheel chair access to lower playground at Lower site via ramp
- Full access to all trips unless health and safety concerns are agreed by all parties

### Curriculum

- Whole school PHSE curriculum delivered once every two weeks by ALL members of staff
- South Africa Forte links
- Exchanges
- Route 67
- One to one tuition with EAL pupils
- Appropriate curriculum materials
- Appropriate supporting materials (e.g. chairs, monitors)
- Prior to events, information is given to visitors ensuring accessibility) via a named member of staff).

## Section D Monitoring and evaluation

We collect, analyse and use both internal and external data in relation to achievement, attendance and behaviour, broken down as appropriate according to special educational needs; ethnicity, culture, language, national origin and national status; and gender.

### RAISE Online

- The use of RAISE Online to evaluate the performance of various cohorts of pupils against internal and external benchmarks.
- In comparison with national average, Bridgewater High School has a low:
  - % of pupils known to be eligible for free school meals (FSM)
  - % of pupils from minority ethnic groups
  - % of pupils first language not / believed not to be English
  - % of pupils supported at school action (2011 on)
- The following information will be used to contextualise specific groups in respect to national statistics:
  - Basic Characteristics by National Curriculum year group
  - Census Ward Information
  - Ethnic Groups and English as a first language
  - Main SEN Type - 3 year trend
  - Main SEN Type by National Curriculum year group
- The following information will be used to analyse absence of FSM pupils
  - Overall Absence
  - Persistent Absence
  - School Level Absence
- The following information will be used to analyse exclusion of pupils groups
  - School Level Exclusions by pupil groups
- The following information will be used to analyse performance of pupils groups
  - Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics
  - Percentage of candidates achieving thresholds at GCSE and equivalent
  - Basics Thresholds by Pupil Groups: School and National Percentages
  - School and National Points Scores for English and mathematics
  - Average point scores with and without qualifications equivalent to GCSE 2011
  - Attainment with and without qualifications equivalent to GCSE by pupil "groups
  - English Baccalaureate subject areas thresholds by pupil groups
  - English Baccalaureate subject areas points score by pupil groups
- The following information will be used to analyse progress of pupils groups
  - Pupil Progress Key Stage 2 to 4 English
  - Pupil Progress Key Stage 2 to 4 mathematics
  - English subject area value added line, showing spread of pupils by gender
  - Mathematics subject area value added line, showing spread of pupils by gender
  - Science subject area value added line, showing spread of pupils by gender
  - Languages subject area value added line, showing spread of pupils by gender
  - Humanities subject area value added line, showing spread of pupils by gender
  - All "Best 8" information
  - Progress measures value added
  - Expected progress in English and Mathematics
  - Value added summaries

### Internal information

- Interims allow for a termly analysis of our pupils' performance across all subjects
- The **EXCEL** award at KS3 will allow for us to audit the wider engagement aspect of school and community life.

### Internal examination analysis

## Section E Additional Information & Guidance

Definitions:

**Protected Characteristics** are the grounds upon which discrimination is unlawful and are listed in Section A.

**Unlawful discrimination** can be direct, indirect, intentional, unintentional, or institutional and can arise from failure to make 'reasonable adjustments'.

**Reasonable Adjustments** are actions to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their impairment.

**Positive action** is a measure that allows schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination.

**Positive discrimination** would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

**Protected Act** is a claim or complaint of discrimination or helping someone else make a claim by giving evidence/information. A pupil who believes they have been discriminated against, harassed or victimised by a school can make a claim under the Equality Act.

**Responsible Body** is the Governing Body. It is the 'responsible body' of a school that is responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service. It is the responsible body of a school that is liable for any breaches of the Equality Act In England.

SEN policy 2011 (Policy no.53)

Access to the curriculum policy 2010 (Policy no.2)

### **Equality Impact Assessment (Appendix B)**

There is a standard format for this assessment based on the following questions:

1. Could this policy, or does this policy, have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist? If so, how can we change or modify it, or minimise its impact, or justify it?
2. Could this policy, or does this policy, have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist? If so, how can we maximise this potential?

## Section D Key documents/legislation and web links

You can see a more in-depth definition of these 'protected characteristics' on

The [Office of Public Sector Information website](#).

[http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx). The Equality and Diversity Act 2010

<http://clc2.uniservity.com/GroupHomepage.asp?GroupID=20140556> Warrington Grid for Learning guidance