Equality Policy and Equality Objectives

This policy is based on a West Sussex County Council model policy. The policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates to May 2016.

Introduction
This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's statutory duties and responsibilities are outlined in Appendix 1.

The single equality policy should be considered alongside our other school policies.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable. To do this, the school's leadership will, in the cycle of monitoring and self–evaluation, highlight possible and actual inequalities in: achievement, quality of teaching, behaviour and safety of pupils and leadership and management. We will investigate why they take place and remove any unfairness and disadvantage.

At Queen Elizabeth School we endeavour to foster attitudes, values and relationships which promote an understanding and respect for each other. We are committed to demonstrating equality and inclusion for all individuals irrespective of our differences. This Single Equality Scheme provides a coherent framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

All aspects of a person's identity, known as 'protected characteristics', are protected under the Equality Act 2010. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Race
- Disability
- Religious belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity needs

(The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.)

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

A. General Equality Duty

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. This means removing or minimising disadvantages; taking steps to meet different needs and encouraging participation when it is disproportionately low.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.

- The equality duty has to be integrated into the carrying out of a school's functions.

B. Specific Duties

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objective identified in the School Improvement Plan.

Principles

In fulfilling the legal obligations referred to above we are guided by the following principles:

1. All learners and potential learners are of equal value regardless of race, gender, disability or other characteristics.
2. We must recognise and respect diversity. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities are not discriminative, but show differentiation, as appropriate, to take account of differences of life-experience.
3. We must foster positive attitudes, relationships and demonstrate a shared sense of cohesion and belonging.
4. Our staff policies and procedures have been reviewed to ensure that they apply fairly to all employees or potential employees.
5. We must reduce and remove inequalities and barriers that already exist.

6. We aim to ensure that all pupils and staff are encouraged and able to achieve to their full potential through a highly individualized and creative approach to learning.
7. We show respect and value differences between people.

The context of our school

The Queen Elizabeth II Silver Jubilee School caters for up to one hundred pupils, with ages ranging from two to nineteen years. All the pupils have severe or profound and multiple learning difficulties. Some pupils also experience more complex needs, such as severe epilepsy or autism. The school has specialist status for performing arts and is committed to learning through this approach.

The context of our school is outlined in our own Self Evaluation Form and the Headteacher's termly reports to governors. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

The summary of our improvement priorities draws on the following information as appropriate:

- A description of our community and breakdown of our pupil intake by ethnicity, disability, gender, religion or belief, gender reassignment, pregnancy or maternity and socio-economic background;
- A breakdown of staff representation by ethnicity, disability, gender and, where appropriate or declared, religion or belief, sexual orientation and age
- A breakdown of the governing body representation by ethnicity, disability, gender and where appropriate or declared, religion or belief, sexual orientation and age.

Our commitment

The school recognises that:

- some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- some members of our society have stereotypes for both women and men and both can deny or lose opportunities because of these stereotypes
- people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong or do not belong
- there is a need to protect workers and learners from unlawful discrimination, harassment and victimisation on the grounds of sexual orientation
- all forms of bullying and discrimination by or towards learners or staff are unacceptable and will not be tolerated
- community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing residents to adapt to each other
- good relations should be fostered between people who share a protected characteristic and those who do not share it.

We will take action to ensure that, where possible, people (including governors and volunteers) working in our school reflect the diversity of the communities that the school serves.

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff

- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establishing and maintaining links between the school and its local and wider communities
- treating people as individuals. positively promoting respect for diversity, regardless of gender, ethnicity, disability, age, sexual orientation, religion or belief or marital status

The school has clear procedures in place to ensure that all staff members effectively deal with any form of bullying and harassment promptly, firmly and consistently. This is outlined in our Behaviour and Anti-bullying policy. Any incidents of bullying or racism are reported to the Governing Body through the Head Teacher's report at Full Governing Body meetings. Members of staff are trained to deal with bullying, racist incidents, racial harassment and prejudice.

Protected Characteristics

1. Race

The Race Relations (Amendment) Act, November 2000 and the Code of Practice on the Duty to Promote Racial Equality, March 2002 requires that all public bodies, including schools, have a commitment to:

"…eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between different persons from different racial groups".

At Queen Elizabeth School we acknowledge that racism exists in society. We endeavour to promote good relations between different racial groups within the school and the wider community through our PSHCE and RE curricula.

We follow the Local Authority Procedure in dealing with racist actions.

2. Disability

a. General duty

The general duty to promote disability equality is owed to all disabled people this means that due regard must be given to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Further information relating to the definition of disability can be found at the following website: https://www.gov.uk/definition-of-disability-under-equality-act-2010

b. **Auxiliary Aids and Services for pupils with a disability**

From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services which the school provides for pupils.

At Queen Elizabeth School we will ensure that members of the school community are treated fairly through our arrangements for:

- maintenance of a positive and inclusive school ethos, whole school philosophy, character and values.
- learners' progress, attainment and assessment. Achievable targets agreed and shared between pupil, teacher and parent;
- learners' personal development, welfare and well-being contained within the PHSE curriculum policy;
- teaching styles and strategies – differentiation to include learners with differing needs to partake actively in the curriculum;
- admissions and attendance – see policies;
- staff recruitment, retention and professional development – outlined in policy.

c. **Accessibility**

- There is specific disability legislation in relation to disabled pupils and accessibility which means strategic planning must take place over time to:
- to make improvements to the physical environment of the school to increase access;
- to make written information accessible to pupils in a range of different ways.

At Queen Elizabeth School we are pro-active in ensuring our pupils have access to all strands of school life. We will collaborate with outside agencies for advice on accessing further resources/services that benefit any of our pupils or staff with disabilities to ensure that they are not substantially disadvantaged in comparison to a child or adult without a disability.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments with regards to accessing the environment and curriculum:

♣ care, guidance and support;
♣ behaviour, discipline and exclusions;
♣ working in partnership with parents, carers and guardians;
♣ working with the wider community.

The school has a policy that details further information pertaining to Special Educational Needs and Disability (SEND) provision within the school.

Queen Elizabeth School welcomes pupils regardless of ability/disability. Well trained teachers and support staff ensure that access to the curriculum is to an appropriate extent to assist in reaching individual targets and potential. Individual Learning Plans set out priorities (behaviour, subject etc) and advice is sought from outside agencies to support pupils with specific needs.

The school has a policy for the administration of medicines. These protocols detail how the pupils will be included and supported within the school, and when attending school visits.

3. Religious belief

The school acknowledges the multi-faith nature of British society. We acknowledge and respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice as detailed in the Attendance Policy.

4. Sex/gender

The general duty to promote gender equality means that we must have due regard to eliminating unlawful discrimination and harassment, and promoting equality of opportunity

between men and women. We closely monitor the attainment and progress of girls and boys each term through data monitoring.

Our Recruitment and Selection practices underline the process for a fair procedure.

5. Sexual Orientation/Gender reassignment

It is recognised that bullying and harassment can happen in schools because of the sexual orientation of a pupil, pupil's relative(s) or staff member. Queen Elizabeth School will not tolerate any form of bullying or harassment involving sexual orientation (including gender reassignment) and will show sensitivity to the needs of all pupils, staff members and the school community.

6. Age, Pregnancy and maternity

In relation to employees, Queen Elizabeth School adheres to the West Sussex Local Authority policies on pregnancy and maternity arrangements.

Reporting and reviewing this policy: In line with requirements we will produce an annual report on the progress of any plans and review and revise the single Equality Policy every three years.

The annual report will be in the form of a review by the head and Governor with responsibility for Equality, which is then reported to the Full Governing Body of the objectives and evidence of compliance. This will then be displayed on the website.

Complaints: The school's Complaints Policy can be found on the school website. Complaints by staff will be dealt with in accordance with the latest West Sussex County Council guidelines and policies as adopted by the school.

Publication: This policy is available electronically on the school website, in hard copy on request at the school office or in the staff handbook and governor induction packs.

Appendix 1

This policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates to May 2016. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all 'protected characteristics' - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. (A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but this does not apply to pupils in schools).

This combined equality duty came into effect in April 2011. It has three main elements. In carrying

out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Fuller information is available from the following sources DfE Education Act 2010
http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice

Specific advice for schools
http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf

Equality and Human Rights Commission
https://www.equalityhumanrights.com/en/advice-and-guidance

Guidance from WSCC
https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info__services/inclusion_equalities_sen_ld/equalities_including_disabili/equalities_overview_of_school.aspx

Appendix 2

Equality Objectives 2016-17

1. To ensure that the needs of every child are met to enable them to meet their full potential and to prepare them for their future life in accordance with the Christian values and ethos of the school.
2. To be accountable and to address the needs of any groups vulnerable to under-achievement when the need arises.
3. To ensure provision for pupils eligible for Pupil Premium (PP) meets their educational needs, enabling them to make at least satisfactory progress and PP funding is shown to be used for the benefit of those children who qualify for it.
4. Sports Premium (SP) funding is shown to be used for the benefit of all children regardless of their abilities in sports.
5. Ensure that all children are taught to understand and support the school's expectation that all forms of racial abuse are unacceptable.
6. The extended school building must be accessible to all users regardless of disability both during and after its construction.