



SINGLE EQUALITY POLICY

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Equality at Driffield School and Sixth Form

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Equality at Driffield School and Sixth Form.

Our School approach to equality is founded in our core values:

Driffield School & Sixth Form is a high performing, inclusive school intent on best serving the needs of our community.

Our values are:

- We recognise the vital importance of positive relationships that are founded on fairness, tolerance, mutual respect and trust.
- We believe in being open and honest with each other, and supporting each other.
- We want everyone to be able to contribute, and everyone to have the opportunity to fulfil their potential.

Above all else, we value each other

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work 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**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people owing to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff

Statutory Requirements: The Specific Duties

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years
- All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as ours must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- Information relating to people who are affected by the school's policies and practices who share protected characteristics

Setting Equality Objectives

As an initial phase in our working towards compliance with the Equality Act and its various unified duties, the School will seek to:

- Assess the adequacy of its data sources with regard to the protected characteristics listed within the Act
- Engage in the broadest consultation possible with all School stakeholders to ensure that its state of knowledge of the protected characteristics held by its stakeholders is as accurate and up-to-date as is practicable
- Design and deliver a process for data collection which enables any inadequacies to be addressed
- Engage in further consultation based on an improved state of knowledge to create realistic short, medium and long-term equality objectives for the period 2015-2019

2. Definitions

Protected Characteristics - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However, although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

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 when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating 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 protected act”) in connection with the Act.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. Our overall goal will be to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff includes teaching and support staff

3. Mainstreaming equality into policy and practice

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.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local and wider 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 pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions are managed by the Local Authority and the process is fair and transparent, and does not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Positive 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

We are committed to the implementation of equal opportunities principles and the monitoring and 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.

4. Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. 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 Plan annually and review the entire plan and accompanying action plan on a three year cycle.

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

The headteacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist using an evidence-focussed approach
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contactors are responsible for following the Equality Policy.

5. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation 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 pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the House Team where necessary. All incidents are reported to the House Team and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

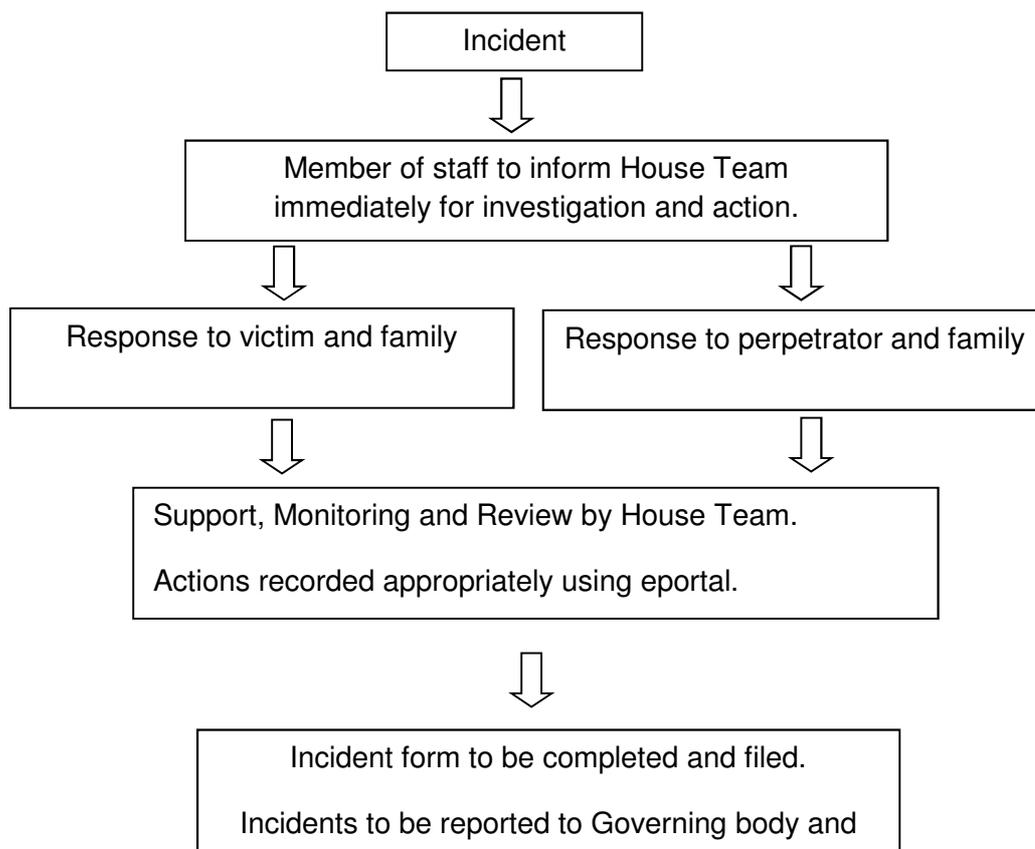
Types of discriminatory incident

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 pupils and staff how they report incidents involving students. All staff should view dealing with incidents as vital to the well-being of the whole school.



For incidents involving staff, in the first instance it should be reported to the most appropriate line manager. If any further support is needed, please contact either the Headteacher or HR Manager.

6. Public Sector Duty

6.1 Information

Appendix III to this Policy shows the information currently held by the School which is relevant to the three aims of the Equality Act as required by the Public Sector Duty. This is set out with narrative where the School feels the data does not meet its needs in this regard.

6.2 Engagement and Consultation

The following are considered consultees within the remit of this Policy

Governors
Teaching staff
Support staff
School Council
Pupils
Parents
Members of the local community

The development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6.3 Equality Objectives

Since 2012 with the development of a Single Equality Scheme which is now superseded by this document, the school has had in place an Equality Action Plan which is included in Appendix I and inclusive strategies which are included in Appendix II.

The following new Equality Objectives were decided upon from the analysis of information in Appendix III and there was a potential for improvement on equalities.

1. To bring the School's data with regard to protected characteristics up-to-date in full consultation with relevant stakeholders
2. To derive from the revised datasets medium and long-term equality objectives for the period 2015-2019, again in full consultation with relevant stakeholders

The action plan for each objective will be found in Appendix III of this Policy once developed.

6.4 Monitoring and Evaluating

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix III) will be updated annually subsequent to the date of this Policy once objective 1 is completed and relevant data collection and analysis methodology is secured.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years

6.5 Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website <http://www.driffieldschool.net/>
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings, assemblies and other communications.
- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable
- Ensure translation is available those people whose English is not their first language

7. Links with other policies

This policy should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan where appropriate.

Appendix I: Equality Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Action Plan through the learning platform, school website and newsletter.	Via annual student, parental and staff survey	Assistant Headteacher: Inclusion	From Sept 2012	Staff are familiar with the principles of the Action Plan and use them when planning lessons, creating class room displays Parents are aware of the Action Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability Annual report on external exam data.	SLT	Following collection of progress data	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Curriculum leaders	Ongoing	Notable increase in participation and confidence of targeted groups

All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity	Curriculum leaders	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Heads of House	From Sept 2012	More diversity in school council membership
Race	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Authority on a termly basis.	AHT Inclusion will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Assistant Headteacher: Inclusion	Reporting: Termly	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged SLT
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RE, PSHE assessments	Curriculum Leader for RE & PHSCE and Assembly rota	Ongoing	Increased awareness of different communities shown in PSHE assessments

For further examples of inclusive strategies please see Appendix II.

You may also wish to read the action plan with other documents e.g. Accessibility Plan / Special Educational Needs Policy.

Appendix II Inclusive Strategies

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil 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 Action Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils 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; 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 wider 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 pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;

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, gender or ethnicity;
- Keep a record 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;
- The governing body will monitor the effectiveness and success on an annual basis.

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff recruitment? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of governors, staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix III

Equalities Information and Analysis

Data is currently being gathered and will be displayed here showing the split into pupil community and staff community

Pupil data

Staff data

Appendices IV

These are under development by the school.