

## Single Equalities

### Introduction

This policy outlines the commitment of the staff and Governors of Balcarras to promote equality. This involves tackling the barriers that could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

The various statutory requirements that apply to employment and the provision of education have been amalgamated into a single Equality Duty set out in the Equalities Act 2010. We will ensure through our functions, policies and practices that we do not discriminate in any way and in particular:

- in relation to admissions,
- in the way we provide education for pupils,
- in the provision of access to any benefit, facility or service to pupils
- in relation to excluding a pupil

### Statement/Principles

At Balcarras equality is a key principle for treating all people the same, irrespective of their characteristics.

- **age**
  - **disability**
  - **gender reassignment**
  - **marriage or civil partnership status**
  - **pregnancy and maternity**
  - **race**
  - **religion or belief**
  - **sex**
  - **sexual orientation.**
- (these are the nine protected characteristics from the Equality Act)*

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

Balcarras School will always

- Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations through tackling prejudice and promoting understanding

We will make reasonable adjustments for disabled pupils to enable all our pupils to maximise their success at Balcarras School. Our Accessibility Plan is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of the education, facilities and services we provide
- improving the availability of accessible information to disabled pupils.

## Neuro Diversity

Support for neuro diversity is detailed in the school's SEND policy

## Monitoring and Review

Responsibility for co-ordinating the monitoring and evaluation of equality is with the Senior Management Team of the school. This group will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for this area
- Considering equality implications before and at the time that the school develops policy and takes decisions and recording outcomes where appropriate

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from all **protected characteristics** and other vulnerable groups in the following areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions and suspensions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

## Our commitments

### Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- Curriculum delivery does not subject individual pupils to discrimination;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;

- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials that positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, social background, gender, race, disability, or other inappropriate distinction. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the school**

At Balcarras we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

We strive to achieve a feeling of openness and tolerance that welcomes everyone to the school;

The children are encouraged to greet visitors to the school with friendliness and respect;

The displays around the school reflect diversity across all aspects of equality and are frequently monitored;

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the spiritual, moral, social and cultural (SMSC) needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the House Council, book scrutiny meetings, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

## Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- People from under-represented groups are welcome to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

## Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a clear system for recording and monitoring incidents;

## Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Balcarras aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents / carers of all newly arrived pupils are made welcome and are well supported in accessing school information and processes.

## Uniform, Hair, Make-up

The Equality Act 2010

“The Equality Act does not deal specifically with school uniform or other aspects of appearance such as hair colour and style, and the wearing of jewellery and make-up. For example, differences in dress requirements for girls and boys are standard, and where they don't have significantly more detrimental effects on one gender or another. It is for the governing body of a school to decide whether there should be a school uniform and other rules relating to appearance, and if so what they should be. This flows from the duties placed upon the governing body by statute to manage the school.”

Balcarras School has clear rules for uniform, hair styles and make-up which are different for boys and girls.

These are made clear in the school policies and the pupils' planners. These are entirely consistent with the school's commitment to promoting equality of provision.

## Roles and Responsibilities

In our school, all members of the school community have a responsibility for promoting equality.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities Policy is maintained and updated regularly; and that equality schemes are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The Governors' Community Committee will have an overview, on behalf of the governing body, on all prejudice related incidents, or incidents that are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Management Team** have responsibility for:

- Providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy and related schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all within the school are aware of, and comply with, the Equalities Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's Equalities Policy and related schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

**Parents and Pupils:**

- The school will always encourage parents and pupils to challenge discriminatory behaviour and foster a community of support and tolerance.
- The school will always encourage parents and pupils to report any concerns about inequality in the provision for Balcarras pupils.

# **Equalities Policy**

**(Single Equalities, Equal Opportunity, Race Equality)**

---

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.

## Equal Opportunities

### **Guiding Principles**

Balcarras School is a diverse community, serving a society which is richly varied. The school intends that all its members, whether they are pupils or employees, should have opportunities to thrive regardless of their race, gender, cultural background, religion or other characteristic.

### **Linked Policies**

This policy should be read alongside the other following policies:

**Behaviour Policy**  
**Race Equality Policy**  
**Single Equalities Policy**  
**SEND Policy**

### **Application**

#### **1. The Curriculum**

Opportunities within the classroom should not be restricted because of background characteristic.

Teaching or reference materials should not foster prejudice or discrimination, whether unconsciously or overtly.

#### **2. Pupil Members of the School**

Pupils should be encouraged to respect the diversity of the school community.

Abuse of other pupils on grounds of race, gender, cultural background, religion or other characteristic will not be tolerated.

The display of discriminatory or inflammatory slogans or insignia will be regarded as a serious offence.

#### **3. Governors and Employees of the School**

All governors and employees of the school have a duty to ensure that none of its opportunities is denied on grounds of race, gender, cultural background, religion or other characteristic.

Members of the teaching and support staff and governors should appreciate that their choice of language helps to set the tone of the institution. Discriminatory remarks are to be avoided, even when they are intended to be light-hearted.

All who work at the school should feel confident that they will not suffer discrimination.

#### **4. Monitoring and Implementation**

The Deputy Head is the nominated member of the Senior Management Team who will monitor Equal Opportunities within the school.

The Deputy Head will ultimately receive details of individual cases where serious abuse of equal opportunity has occurred. All teaching staff, however, have a duty to act when they encounter behaviour falling short of the standards laid down in this policy.

All other employees are encouraged to take appropriate action when they believe that these standards are not being met.

#### **5. Race and Racism**

The Race Equality Policy details the school's approach to race, racism and any racist incidents that occur at the school.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.



## Race Equality

### **Guiding Principles**

We recognise and welcome the duties contained in the Race Relations (Amendment) Act 2000 as it applies to this school. At Balcarras we:

- celebrate the diverse nature of our society;
- are committed to ensuring race equality in all areas of our work;
- are determined to tackle racism in all its forms.

We are opposed to all forms of racism and in order to realise its commitment to race equality, we will take all steps necessary to:

- promote equality of opportunity;
- promote good relations between persons of different racial groups;
- eliminate racial discrimination

### **Linked Policies**

This policy should be read alongside the following policies:

**Equal Opportunities Policy**  
**Single Equalities Policy**  
**Behaviour Policy**

### **1. Application**

This policy covers all aspects of the work of the school, including:

#### **The staff:**

Recruitment and retention; pay and rewards; training and professional development; performance management; consultation and involvement; grievance and disciplinary matters.

#### **The pupils:**

Admissions and attendance; teaching, learning and curriculum matters; progress, attainment and assessment; personal development and pastoral care; behaviour, discipline and exclusions and suspensions; racial harassment.

#### **Other bodies:**

Governing body matters; parental consultation and involvement; collaboration with external bodies; contracting arrangements.

### **2. Responsibilities**

## **Governing body**

Responsibility for this policy and its effective implementation rests with the governing body.

The governing body will:

- Adopt and review the race equality policy; monitor incidents in the school recorded on CPOMS and marked as racial; provide the resources and support structures needed to ensure the effective implementation of the policy.

## **The headteacher**

Under the terms of this policy, the governing body will delegate the day-to-day responsibility for the management of the policy to the headteacher.

The headteacher will:

- Ensure the effective implementation of the policy; communicate the policy and its implications to staff, pupils, parents and other bodies; take any remedial actions as required.

## **Staff**

The race equality policy applies to all staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the policy such as the investigation of reported incidents of racism or racial harassment.

Staff will be consulted on the implementation of the policy through the normal school procedures.

## **Pupils**

The race equality policy applies to all pupils.

## **Parents/carers and other persons**

All parents, visitors, contractors and any other persons are expected to comply with the race equality policy.

### **3. Training and development**

We will review the training and development needs of governors as part of reviewing the race equality policy. The training and development needs of staff will be considered as part of the arrangements for performance management.

### **4. Breaches of the policy**

Breaches of the policy will be dealt with in accordance with the school's disciplinary provisions.

### **5. Racist incidents**

Racist behaviour will not be tolerated and will be dealt with through the relevant established procedures.

All staff are responsible for ensuring that incidents of racist behaviour are recorded and referred to the relevant member of the senior management team.

All pupils will be given clear information for how to report any incident they believe to be racist or to cause offence. All racist incidents are to be reported to the pupil's tutor or Head of House immediately.

Regular reminders about the school's anti-racist stance will be delivered to pupils throughout their time at Balcarras through

- House assemblies
- Year 7 Induction Programme
- Tutor sessions
- PSHE lessons

All reported racist incidents will be thoroughly followed up by the relevant Head of House. Appropriate sanctions will be applied when all investigations are complete.

We will log all racist incidents on the CPOMS recording facility.

## **6. Relationship to other policies**

The race equality policy applies across all other policy areas, as defined within the scope of this policy.

## **7. Monitoring and review**

We recognise the complex and sensitive nature of ethnic group data, and respect the rights of individuals to define their own ethnic group and to choose whether or not to disclose information about their ethnic group.

Ethnic group information will be recorded on the basis of each individual's self-identification. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the GDPR (General Data Protection Regulation).

We recognise that some individuals may be reluctant to record their ethnic group and others may refuse to do so. That is their right.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.