

# ***SNS Equalities (including equal opportunities) policy - Final***

## ***Agreed by Full Governing Body 30-11-16***

### ***Principles and purpose***

Our Stoke Newington School Equalities policy is for everyone in our school community including students, staff and parents.

- We believe in ‘all different, all equal’ and welcome students and staff and parents/carers from all backgrounds.
- We respect each other’s ethnicity and nationality, gender, disabilities, social background, age, sexual orientation, religious beliefs and gender identity.
- Our aim is that every member of the school community achieves their potential.
- We treat each child, parent, member of staff and member of the local community equally - with respect and consideration.
- We recognize that all prejudice should be actively confronted and we must be aware of everybody’s needs.
- We recognise that some historic inequalities exist which we aim to rebalance. Objectives to address these form part of our equality duty objectives.
- We recognise that education for all of us about equalities is a continuous process which we will actively take forward.

**Our school mission statement is to ensure that everyone in our school:**

- Enjoys learning and makes outstanding progress.
- Has a strong sense of belonging both to our school and to the wider community.
- Is empowered and equipped to become an active citizen, who celebrates diversity and has a commitment to a shared and just future.

We want every person in our school to be who they want and need to be, and to flourish in an educated and enlightened environment in order to achieve their full potential.

We want all students and staff to be valued and active members of the teams to which they belong.

The purpose of this policy is to promote the equality of opportunity afforded to each member of the school community, enabling them to fulfil their potential irrespective of their ethnicity and nationality, gender, disabilities, social background, age, sexual orientation, religious beliefs and transgender identity.

This policy tells us what to do to promote equality and what to do in tackling discrimination.

### **Scope**

The policy will set out the entitlements and responsibilities of students, parents, staff, governors and visitors.

### **Definitions**

We aim that every member of the school community achieves their **potential**. Potential includes every aspect of a child: most particularly their **academic potential** but also their social potential.

We recognise that **barriers** exist due to stereotyping conveyed consciously or unconsciously by general public perception. We also recognise that some barriers exist due to procedures or systems which make access more difficult for some groups (e.g. those for whom English is an additional language, those unfamiliar with the education system). We know that students’ special needs may bring their own barriers to learning. We have systems in place that challenge these barriers to ensure they are overcome.

## Our equal opportunities policy should accord with the Equality Act 2010

- All public bodies must think about treating people from different groups fairly and equally.
- Public bodies will have to think about how they can help to stop people doing less well than other people because of their family background or where they were born.
- Public bodies need to think about treating people of different ethnicities, disabled people, men and women, the young and old, lesbian, gay, bisexual and trans people fairly and equally.
- Men and women must get paid the same money for doing the same work.
- Employers must train people of different backgrounds and genders to give them more of a chance of getting a better job.
- Use of the extra powers for employment tribunals who can put things right for a worker if they were treated unfairly
- The school must provide specialist equipment for people with disabilities and make reasonable adjustments to the school environment.
- Protecting people with different religions or beliefs or with no religion or belief.

## Roles and responsibilities - overview

### When at our school:

### We all:

- Create classrooms and working and communal spaces that are respectful environments which promote equality; this includes playgrounds and extra school activities (Students and staff, parents and visitors).
- Celebrate diversity in all its forms (Students and staff).
- Create community cohesion through outward facing projects (Staff).
- Promote action which helps everyone to fulfil their potential (Students and Staff).
- Make reasonable adjustments for people's needs (Staff).
- Train all staff, including support staff and new members regularly on equality and diversity issues (SLT - professional development/diversity co-ordinators).
- Use themed months: black history, women, Turkish, LGBT to celebrate difference in the classroom and community according to the ethos of the school and to use the impetus of the months to further embed equality (Staff responsible for promoting equality/diversity co-ordinator).
- Use the curriculum as a vehicle to educate students about difference (Teaching staff).
- Eliminate discrimination, harassment and victimization in conjunction with a rigorous anti-bullying campaign (All staff led by inclusion team and behavior team).
- Tackle prejudice and promote understanding (All staff and students).
- Report prejudice related incidents and actively engage in reducing incidents of bullying (All staff and students).
- Actively support our equality duty objectives.

Equal opportunities should be a regular topic of discussion in assemblies, tutor periods, lessons, staff meetings, PTA and governors meetings and should be prioritized in the schools CPD program.

All incidents should be monitored and evaluated by the designated member of staff (behaviour lead for students; professional development lead for staff) within the school.

## Specific responsibilities and procedures:

### Students

- Are expected to develop and show an understanding of and respect for the culture, language, beliefs and experiences of all other people in the school whatever their ethnicity and nationality, gender, disabilities, social background, age, sexual orientation, religious beliefs and transgender identity.
- Contribute to creating classrooms and working and communal spaces that are respectful environments which promote equality.
- Are expected to positively contribute to celebrating diversity in all its forms.
- Are expected to promote action which helps everyone to fulfil their potential.
- Will be made aware of how to tackle prejudice and promote understanding (through their form tutor).
- Will be made aware of how to report prejudice related incidents and actively engage in reducing bullying

statistics (through their form tutor and year assemblies).

- Parents and students new to the school will sign a home school contract which specifically commits them to promoting equal opportunities.

### **Parents**

- Are expected to fully support the aims and ethos of the school.
- Are all encouraged to actively engage and participate in the life of the school.
- Parents and students new to the school will sign a home school contract which specifically commits them to promoting equal opportunities.

### **All staff**

- Are responsible for supporting and encouraging all students to fulfil their potential.
- Are responsible for challenging discrimination and stereotyping and promoting appreciation of diversity
- Will be role models in promoting equality
- Will praise, celebrate and feedback positively to students as often as possible
- Will uphold equal opportunities for all adults in the school
- Make reasonable adjustments for people's needs, including students with special needs.
- Will be involved in training on equality and diversity issues.
- Eliminate discrimination, harassment and victimization through a rigorous anti-bullying campaign (All staff led by inclusion team and behavior team).
- Tackle prejudice and promote understanding, encouraging others to become more knowledgeable.
- Report prejudice related incidents and actively engage in reducing bullying statistics

### **Form tutors**

Form tutors are responsible for:

- promoting the progress of all students in their form.
- -ensuring that any students who may have barriers to full integration are supported and understood by their form group; being the first call "key worker" for these students.
- -promoting equality in their form group and using planned activities to actively promote community cohesion and understanding.
- -making students aware of how to tackle prejudice and promote understanding.
- -making students aware of how to report prejudice related incidents and actively engage in reducing bullying statistics.
- liaising with relevant support staff to promote achievement and parental engagement.
- Will praise, celebrate and feedback positively to students as often as possible

### **Teaching staff**

Teachers will:

- Actively use strategies and approaches which enhance progress of all groups, particularly those who may historically been disadvantaged.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Use a range of teaching and learning styles to maximise use of students' learning preferences and optimise learning
- Will praise, celebrate and feedback positively to students as often as possible
- Use student feedback actively to develop teaching strategies for maximum positive impact
- Create classrooms and working and communal spaces that are respectful environments which promote equality
- Celebrate diversity in all its forms, including through presenting a diverse range of role models in the curriculum
- Know how to make effective personalised provision for those they teach, including those for whom English

is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

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- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Promote action which helps those less advantaged to fulfil their potential including liaising with relevant support staff to promote achievement and parental engagement
- Make reasonable adjustments for peoples' needs, including specific adjustments for students with special needs

## **Support staff**

Support staff will:

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, economic, cultural and linguistic influences.
- Promote the overcoming of barriers for the students they work with e.g. through adapting the curriculum, promoting the learning of children in small groups or individually
- Alongside teachers and students help to create classrooms and working and communal spaces that are respectful environments which promote equality
- Actively promote the celebration of diversity in all its forms
- Promote action which helps those less advantaged to fulfil their potential
- Make reasonable adjustments for peoples' needs, including specific adjustments for students with special needs.

**Middle leaders** -subject leaders are responsible for:

- Ensuring their curriculum contains positive examples of a wide range of the people outlined above; actively engaging their teams in diversity themed months.
- Promoting action in their subject curriculum, teaching strategies and subject grouping structures to ensure that those groups which have done less well in the past can be helped to achieve their full potential.
- Ensuring that the progress of all groups within the school in their subject is carefully monitored and action taken where necessary to ensure no group is disadvantaged - including evaluating groups within any setted classes.
- Ensuring that where there is outstanding progress, students are suitably rewarded and parents are notified as soon as possible.
- Ensure that, if any underachievement is occurring, parents are notified as soon as possible.
- Ensure that rewards are available and used for all groups of students.
- Recommending to the senior leadership actions to be taken to promote achievement of any groups who are not close to or above school averages for their subject.
- Planning activities and using planned activities to actively promote community cohesion.
- Making sure the structures of their subject are clear to all students and parents via formal communication, particularly in advance of public examinations.
- Ensuring equal opportunities are promoted for all staff in the team

**Middle leaders** - Year leaders are responsible for

- Ensuring that the progress, behaviour, reward to and sanctions of all groups within the school in their year are carefully monitored and action taken where necessary to ensure no group is disadvantaged; for example - by using key staff (TKC home school liaison officer) in school effectively, by raising the profile of key groups in discussions with form tutors, by seeking training as necessary.
- Ensuring attendance and punctuality is monitored by ethnicity, PPI status and gender and that action is taken

where necessary.

- Recommending to the senior leadership actions to be taken to promote achievement of any groups who are not close to or above school averages for their subject.
- Ensuring that where there is outstanding progress, students are suitably rewarded and parents are notified as soon as possible.
- Ensure that, if any underachievement is occurring, parents are notified as soon as possible.
- Ensure that rewards are available and used for all groups of students.
- Recommending to the senior leadership actions to be taken to promote achievement of any groups who are not close to or above school averages for their subject.
- Planning activities and using planned activities to actively promote community cohesion.
- Ensuring equal opportunities are promoted for all staff in the team

**Governors** - the governors are responsible for agreeing the school policy and monitoring and evaluating implementation of the policy

Monitoring and evaluation by governors is supported by data in the termly headteachers' report

Governors will scrutinise all relevant statistics to ensure equality is being promoted.

**Headteacher** - the headteacher has responsibility for ensuring the school has systems to promote the aims and purpose above and for ensuring that the achievement of those aims is continually reviewed. The headteacher is responsible for promoting the ethos of 'all different, all equal'.

The headteacher ensures everyone in our school including staff, students and parents are made aware of the equal opportunities policy and their rights according to the Equality Act of June 2010.

The headteacher is responsible for having school systems which actively and effectively overcome the barriers listed above.

The headteacher is responsible for ensuring the governors receive adequate monitoring information.

The headteacher uses assemblies, display, briefings and all communications from and within the school will promote equal opportunities.

**Senior leadership** - the senior leadership team are responsible for promoting the aims and purpose above across the school and particularly within areas they line manage and across systems they oversee.

In particular there will be a senior leader who oversees achievement of key ethnic groups; they will ensure relevant data and agreed actions are brought to the attention of all school staff and that policies and procedures are implemented effectively. They will work with responsibility holders in reviewing the curriculum to ensure it positively promotes achievement and positively models different groups (ethnicity and nationality, gender, disabilities, social background, age, sexual orientation, religious beliefs and gender identity). There will be a biennial review of equal opportunities and an action plan linking to the school improvement plan to promote equal opportunities strategies.

The senior leader in charge of training will ensure that appropriate training is part of the annual cycle and that sessions every year are focused on aspects of equal opportunities.

The senior leader in charge of the curriculum will ensure that the curriculum is fairly applied with the aim that students of different ethnic groups and genders are proportionately represented in different sets and subjects, taking into account their starting points. Where different groups are not proportionately represented the senior leader should analyse reasons and plan for appropriate action to redress the issue and prevent the continuation of the imbalance. This will happen annually in November.

The senior leader in charge of behaviour will rigorously monitor use of sanctions, analysing by ethnicity and academic ability and literacy level to ensure that any adjustments to the curriculum or teaching are recommended.

The director of resources is responsible for promoting and monitoring equal opportunities across staff appointments and for considering equality of access when reviewing any policies and procedures. They will promote equal opportunities across the staff team in conjunction with a staff working group.

The senior leader in charge of transition is responsible for promoting the school ethos and policy on equalities to students joining the school.

The senior leader in charge of the sixth form is responsible for promoting the school ethos and policy on equalities to students joining the school sixth form.

The senior leader in charge of the EMA team is responsible for the EMA policy and effective use of the EMA staff in both working directly with students in the early stages of learning English in their work with teachers.

The senior leader in charge of literacy is responsible for the promotion of literacy at all levels in the school, and particularly with programmes to promote the literacy of students reading below their chronological age (see literacy policy).

The senior leader in charge of educational visits will ensure that all students are equally represented on such visits - with there being no disadvantage to any group. (see Educational Visits policy)

**Inclusion leader** - the inclusion leader, on the senior leadership team, is responsible for the promotion of the achievement of all the students on the special needs register, for all the support available to these students and for reviewing the use of school resources and the curriculum to ensure that the needs of all students are met and their progress is optimised. The inclusion leader is involved in ensuring parents of children with SEN are supported by the school through providing guidance, information and access to outside agencies)

**Diversity co-ordinator** - the diversity co-ordinator will support training of staff and students in promoting equalities through their behaviour and in development of the curriculum to promote equalities. They will train staff to tackle discrimination and to teach students to tackle discrimination and promote equality.

All senior leaders are responsible for promoting equalities among staff and parents.

#### **Outside agencies involved with the school**

- Are expected to fully support the aims and ethos of the school, including signing the code of conduct on arrival at the school

#### **Proposed equality objectives 2016-2019**

Our equality objectives aim to address any imbalances in achievement or professional development outcomes.

We aim that

- our boys will read and write with the same achievement as our girls - in every year group.
- our BCRB students will have excellent outcomes in mathematics and other key subjects- in every year group.
- That those on the special needs register, our BCRB boys and TKC students will be involved in positive school activities such as year leaders, school ambassadors, etc and that they receive achievement points proportionally
- our most able PPI students perform at the same level as other most able students in every year group in every subject.
- that all our students will use language about gender and other differences respectfully at all times.
- That no group will be excluded from school significantly more than the school average (no group more than 50% above school average)

We aim that we have enhanced professional development opportunities for our ethnic minority staff: leading to increased progression from support staff to the teaching profession and elsewhere, and increased proportion of ethnic minority staff taking up leadership and management positions.

#### **Linked policies and documents:**

SEN policy

Accessibility plan