

## **CURZON COMBINED CHURCH OF ENGLAND SCHOOL SINGLE EQUALITY POLICY**

### **INTRODUCTION**

Curzon's Christian foundation and ethos (see Appendix 2) provides a secure basis for respecting equality and diversity and promoting community cohesion. All people are created in God's image and are therefore equal and have intrinsic dignity and value, God created people in all their diversity and love of our neighbour is central to the Christian faith. We therefore attach great importance to treating all students, staff and other members of the school community equally and fairly, and to encouraging strong and positive relationships in which all are appreciated and valued. This is a vital part of our aim to enable every pupil to achieve their full God-given potential by offering an education and life-experience appropriate to each one's needs.

### **AIMS**

Curzon aims to adhere to our Spiritual Distinctiveness Statement (see Appendix 2) and:

- (a) eliminate bullying, discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between all persons including those who share a relevant protected characteristic and persons who do not share it and regardless of socio-economic factors and language;
- (c) foster good relations between all persons including those who share a relevant protected characteristic and persons who do not share it.
- (d) prepare our children so they can make a positive contribution to life in the multi-cultural world in which we live.
- (e) meet disabled people's needs, even if this requires more favourable treatment
- (f) ensure that disabled pupils are fully integrated and reasonable adjustments are made to allow them to participate to their full potential

Protected Characteristics include:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Curzon has regard to the need to advance equality of opportunity between all persons including those who share a relevant protected characteristic and persons who do not share it. Curzon has due regard, in particular, to the need to—

- (a) remove or minimise disadvantages suffered by any persons including persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage all persons including those who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Curzon has regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share and has regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

## **CONDUCT**

Governors and staff will:

- treat each other and all pupils with respect;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote attitudes and values which will challenge discriminatory behaviour;
- challenge and explore any discriminatory comments made about protected characteristics;

Governors and staff will not discriminate against a person/pupil:

- in the arrangements they make for deciding who is offered admission as a pupil;
- as to the terms on which they offer to admit the person as a pupil;
- by not admitting the person as a pupil
- in the way they provide education for the pupil;
- in the way they afford the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

Governors and staff will not harass—

- a pupil;
- a person who has applied for admission as a pupil.

Governors and staff will not victimise a person—

- in the arrangements they make for deciding who is offered admission as a pupil;
- as to the terms on which they offer to admit the person as a pupil;
- by not admitting the person as a pupil.

Governors and staff will not victimise a pupil—

- in the way they provide education for the pupil;
- in the way they afford the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

Pupils-

- must treat each other and staff with respect
- must not bully, harass, victimise or discriminate against other pupils on grounds of protected characteristics or on grounds of socio-economic status

- should report any racist incident or act of discrimination in which they were directly or indirectly involved in or out of school to their teacher or a member of the Senior Management Team as soon as reasonably practicable. It will then be reported to Bucks LA.
- if they feel they have been abused or bullied for any reason including prejudice, they should report the matter as soon as reasonably practicable to their teacher or the Senior Management Team. All pupils can expect to be listened to and have their concerns investigated.

#### Parents/carers, visitors and contract staff-

- visiting or working at the school are required to observe the school's equality policy. Anyone who infringes the policy or Codes of Conduct will be challenged and may be asked to leave the site, and may be subject to additional sanctions according to any unsatisfactory conduct.
- at the school who become aware of any incidents associated with breach of this policy should report them to the Head Teacher.

#### Parents/carers-

- can expect the school to discuss with them any incidents of abuse or bullying and harassment incidents in which their children have been involved if the incident was based on prejudice.
- who become aware of incidents associated with prejudice should contact their child's class teacher as soon as possible.

### **ACTION**

#### Governors and staff will:

- ensure that new staff familiarise themselves with the school's policies on equality and inclusion as part of their induction process
- attend training courses from time to time on equal opportunities
- develop strategies for promoting pupils' understanding of protected characteristics
- give pupils the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.
- take account of the performance of all pupils when planning for future learning and setting challenging targets.
- consider books and resources which challenge prejudice and use materials that reflect diversity within society
- develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- develop pupils' awareness so that they can detect bias and challenge discrimination;
- ensure that the PSHCE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- seek to involve all parents/carers in supporting their child's education;
- develop positive links with the homes of pupils and communities from which our pupils come
- prevent and deal with discriminatory behaviour, abuse, bullying, intimidation and harassment (see school's policy on bullying)

## **MONITORING**

The Senior Management Team and Governors will:

- ensure that the principles of this policy are upheld as they apply to staff, parents/carers, contractors, pupil and others who use the service of the school
- ensure that there is a named Equality and Diversity Governor on the governing body
- ensure that the selection, appointment and promotion of staff occurs and is monitored on the basis of equal opportunities
- monitor the balance at all levels of the school of gender and ethnicity as well as membership of the governing body
- review the workings of the policy and to produce an annual Action Plan which forms part of the School Development Plan for improving performance
- identify any bias or trends that may be associated with discrimination by recording breaches of this policy and analysing the following aspects of school life
  - Admissions and transfer procedures
  - Assessment, and subsequent groupings by ability/gender/prior attainment/ethnicity
  - Curriculum, teaching and learning: identifying and overcoming possible stereotyping
  - Participation in sports and games
  - Pupil behaviour, discipline, sanction and reward
  - Exclusions (fixed term and permanent)
  - Racism, racial harassment, bullying or aligned comments
  - Homophobic/ transphobic/disablist bullying or aligned comments
  - Staff recruitment and career development
  - Membership of the Governing Body
  - Parent/carer involvement: eg attendance at school events
  - PTA membership
  - Work with the community
  - Support, advice and guidance given by teachers
  - Resources used in school
  - children and young people, parents, carers, staff and other users of the school with the different protected characteristics
  - activities promoting community engagement and community cohesion
  - actions taken to secure the involvement of parents and others who have been identified as difficult to engage

The Headteacher or a designated staff member will:

- maintain information about staff and pupils whose impairment affects:
  - Mobility
  - Manual dexterity
  - Physical co-ordination
  - Continence
  - Ability to lift, carry or otherwise move everyday objects
  - Speech, hearing or eyesight
  - Memory or ability to concentrate, learn or understand
  - Perception of the risk of physical danger

## **ACTION PLANNING**

The Senior Management Team and Governors will analyse all sources of data and identify any discrepancies or trends that give rise to concern on equality grounds. The analysis will identify any issues associated with:

- Race and ethnicity, including language provision
- Gender
- Disability, including the arrangements made for the above-named specific impairments
- Community cohesion (*e.g. discrimination on the basis of perceived class or background*)
- Age (*applies to staff only*)
- Pregnancy or maternity
- Sexual orientation and gender identity (*see Appendix 2 for specific guidance*)
- Religion or belief (*see Appendix 2 for specific guidance*)

They will propose actions that address any concerns, which will be included in the school's development plan. A recommended table format for the Action Plan is given in Appendix 1.

## **GOVERNING BODY REVIEW**

The named Equality Governor has a watching brief regarding the implementation of this policy. The Governing Body will regularly review, amend and adopt the action plan and this policy. The review shall consider

- Evidence that the school complies with all equalities legislation relevant to the school community
- Evidence that the Scheme is promoted effectively to all stakeholders, ensuring that staff, pupils, visitors and parents/carers understand and meet their responsibilities.
- Actions the school has taken in regard to any discriminatory/prejudiced incidents
- The effectiveness of the policy at increasing the inclusive atmosphere for all stakeholders
- The achievement of the Equality Objective listed in the Action Plan.
- Consultation responses and feedback received, and its implications for policies, strategic planning and activities
- The School's participation in events that promote understanding and appreciation of race, disability and gender issues.
- Opportunities in the curriculum for pupils to understand issues relating to the key areas of race, disability and gender.
- Whether visual displays and resources within the school reflect race, disability and gender issues appropriately.

The Governing Body will also consider whether the population of pupils or staff is changing with regard to its racial, gender, community cohesion or disability mix, and if so whether any parts of this policy require to be amended, reinforced or deleted.

## **CURZON'S EQUALITY OBJECTIVE**

It is a statutory requirement for the school to set and publish an equality objective every four years, reviewed annually.

*Curzon's Equality Objectives were agreed in November 2018*

*Narrow the gap between boys' and girls' attainment in Maths in certain year groups where a gap currently exists.*

*For most travellers to make progress that is at least in line with their peers and/or attain age related expectations.*

### **FEEDBACK AND CONSULTATION**

The Head teacher or a designated staff member or Governor will consult with stakeholders to ensure this Scheme remains relevant to people's needs. This will especially involve communities or individuals who may be at risk of discrimination, to check that equality arrangements are working satisfactorily. In addition it will be advertised to pupils, parents/carers and staff regularly that anyone is welcome to volunteer information or suggestions that could improve the school's performance in this regard. The results of any consultations and feedback will be recorded in writing for submission to the Governing Body (see below).

### **CONFIDENTIALITY**

The Headteacher and the Governing Body will ensure that matters of confidentiality are dealt with appropriately.

### **SANCTIONS FOR BREACH**

Contraventions of this policy or the Codes of Conduct principles will be treated as disciplinary matters.

Pupils who are found to have been involved in bullying or abusive behaviour will be dealt with swiftly in accordance with the school's procedures. This may include exclusion from the school.

### **LINKED POLICIES**

Inclusion policy  
Anti-bullying policy  
Recruitment policy  
Teaching and Learning Policy  
PSHCE Policy

**POLICY LAST REVIEWED:** March 2017

**DATE OF NEXT REVIEW:** Summer 2018

## APPENDIX 1

### Recommended format of Action Plan

Objective (arising from issue)	Action	Performance criteria (Intended Outcome)	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

## APPENDIX 2

### Spiritual Distinctiveness

Curzon is a school with a Christian foundation. As described in our Spiritual Distinctiveness statement we aim to:

- provide our pupils with a Christian foundation upon which they can build their lives, namely the example of Jesus Christ and the teachings of the bible
- model and teach Christian principles in every aspect of school life, so that children emerge from our care with an understanding of universally-applicable values which they have seen worked out in practice
- provide an environment and atmosphere in which the acknowledgment and worship of God is fully integrated into daily living
- give the children the opportunity to develop a relationship with God through prayer, worship, reading the bible and fellowship with others so that they are prepared for the opportunities, responsibilities and experiences of life

In pursuing these aims there may be instances when the school's actions and beliefs are different from those of the prevailing culture. This may result in conflicting priorities between the school's commitment to equality legislation and its desire to promote a Christian life ethic. The Governors assert the following guidelines to assist in resolving such questions:

#### 1. Pre-eminence of the law

The school is naturally committed to obeying the law. The Governors will not condone any breach of legislation by the school, its staff or pupils. Any Governor or member of staff who feels personally unable to comply with the legal requirements that regulate the school must tell the Governing body that he or she is unable to do so and the Governing body will decide whether or not they should continue in their post.

#### 2. Minority faiths and secularism

Curzon's environment, ethos, curriculum and teaching are informed by Christian principles. All parents are made aware of this before their child joins the school, and any parent who objected

would be advised of the availability of secular schools in the vicinity. Similarly staff and Governors are asked before recruitment to confirm that they are willing to accept and support the school's Christian stance. However it is not required that parents, children, staff or Governors should individually profess the Christian faith as a condition for joining the school community. Members of other faiths and none are equally welcome to join the school as pupils; teachers or governors, without discrimination, subject to the understanding that the school expects pupils and staff will conduct themselves according to Christian values. The school's statement on Spiritual Distinctiveness provides additional guidance in this area.

### 3. Sexual orientation and gender identity

It is a requirement of the law not to discriminate against people on the grounds of their sexual orientation or gender identity, and not to represent different types of sexual behaviour as being unacceptable or abnormal. A pupil or member of staff who professes a particular orientation or identity should be treated without discrimination. As a matter of professionalism, it is completely inappropriate for a member of staff to be exhibiting or flaunting sexual behaviour of any type in front of children. The school will not seek to direct people's sexuality, but if a pupil or member of staff seeks help in the area of sexual orientation or gender identity, the school may offer to refer them to a Christian minister or counsellor outside the school community.