



SINGLE EQUALITY POLICY AND EQUALITY OBJECTIVES
Statutory Policy

Reviewed by:	Strategy and Resources Committee
Date Reviewed:	May 2016
Next Review:	April 2020 (Single Equality Policy)
Next Review:	September 2018 (Equality Objectives annual review)
Governor Responsible:	Chair, Strategy & Resources Committee
Staff member Responsible:	Mr S Duffy, Headteacher

1. Context:

1.1

Chipping Norton School is a popular 11-18 rural community school located in the attractive Cotswold market town of Chipping Norton. We have 1050 students on roll, with over 200 of them in the sixth form. At Chipping Norton School the individual is very much at the heart of what we do. Everyone is encouraged to be the best that they can be. Every student is known well, their potential recognised and their success valued. Staff and students share the same values of excellence, respect, tolerance, enjoyment and commitment. Our ethos and these values make the school a special place in which to learn and work.

2. Aims

2.1

Equality at Chipping Norton School is about providing equality and excellence for all to secure the highest possible standards. Equality applies to all members of the school community: students, parents, community, staff and governors.

2.2

Legal duties and Chipping Norton School's Commitment to Equalities:

As a school we welcome our duties under the Equality Act 2010. These general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

2.3

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment

- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil partnership (for employees)

2.4

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information to demonstrate compliance with the general duty across its functions and to do this annually
- Prepare and publish equality objectives at least every four years

3. Objectives

3.1

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment and achievement
- Recruitment
- Exclusions
- Prejudice related incidents

3.2

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area. Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

3.3

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3.4

In fulfilling our legal obligations and to meet our objectives we are guided by these seven principles:

- Everyone is equally valued
- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

3.5

Our objectives are designed to ensure that the school provides equality of education and opportunity for all. The school meets the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

3.6

Our objectives might include:

- Ensuring that all students and staff are encouraged and able to achieve to their full potential
- Reasonable adjustments made for disability
- Respecting, valuing and celebrating differences
- Preparing students for life in a diverse society
- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this
- Making the school a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained

4. Responsibilities

4.1

We believe that promoting Equality is the whole school's responsibility. The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensure that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that staff are aware of their responsibilities under the policy.

4.2

A named member of staff will be responsible for leading on equalities.

School Community	Responsibility
Governing Body	Ensuring compliance with equality legislation. Identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing annual data.
Headteacher	As above. Promoting equality messages to staff, parents and students. Ensuring school community receives adequate training to meet the need of delivering equality, including student awareness. Ensure all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the headteacher as above Ensure fair treatment and access to services and opportunities.
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure awareness of responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in equality delivery. Uphold the commitment made by the headteacher on how students and parents/carers can be expected to be treated.

	Support colleagues within the school community. Ensure awareness of responsibility to record and report prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community. Take an active role in supporting and challenging the school to tackle inequality and achieve equality of opportunity for all.
Students	Supporting the school to tackle inequality. Uphold the commitment made by the headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community. Take an active role in supporting and challenging the school to achieve the commitment to tackle inequality and achieve equality of opportunity for all.

5. Monitor and Review

5.1

Every four years we will review our policy in relation to any changes in our school context and profile. Our objectives reflect our overall school development plan and therefore will be reviewed annually as part of this process.

