



CHIPPING NORTON SCHOOL

SINGLE EQUALITY POLICY STATEMENT AND EQUALITY OBJECTIVES (STATUTORY)

Date reviewed:	January 2020
Next review:	January 2024
Member of staff responsible:	Headteacher
Committee:	Resources Committee

1. Context

Chipping Norton School is a popular 11-18 rural Cotswold school with currently 1000 students on roll. Every student and member of staff is known well, their potential recognised and their success valued. The whole school celebrates the same shared 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

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities.

As a community of individuals, we recognise that we have a range of responsibilities. Team work and collective responsibility support the success of individuals, the school and the wider community.

There is a commitment to excellence in all that we do. We have a culture of high expectations and we expect to do well both as individuals and as a community.

This school is opposed to all forms of prejudice and we recognise that children and young people with experience any form of prejudice related discrimination may far less well in the education system. We provide both students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance and support information.

3. Legal duties

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

- eliminate discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

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)

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 (we will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

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

There is a statutory responsibility for the school to publish its information showing compliance with the public sector duty, plus its equality objectives. 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.

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.

In fulfilling our legal obligations we will:

- 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

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.

These objectives may 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

The Board of Governors, supported by the Headteacher and staff are responsible for ensuring the implementation of this scheme. The Headteacher retains overall responsibility for ensuring effective delivery and staff are responsible for delivery the scheme both as employees and as it relates to their area of work.

Commitment to review

This policy statement will be reviewed every four years and the Equality objectives every year that will include amendments, refinements and new actions.

Commitment to action

GOVERNING BODY WILL:	
Policy implementation	Ensure compliance with equality legislation. Identify and understand equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives and publish data.
Behaviour	Provide appropriate role models for all managers, staff and students. Congratulate examples of good practice from the school and among individual managers, staff and students. Ensure a consistent response to incidents of bullying and racism
Public Sector duties	Ensure the school carries out the letter and the 'spirit' of its statutory duties and also ensure that LA 'returns' are completed

HEADTEACHER AND SENIOR LEADERSHIP WILL:	
Policy implementation	Initiate and oversee the development/review of equality procedures and policies.
Behaviour	Ensure the effective communication of quality messages/policies to all students, staff and stakeholders. Ensure that managers and staff are trained effectively to deliver information and are aware of their responsibility to record and report prejudice related incidents. Ensure there is fair treatment and access to services and opportunities. Hold line managers to account for effective policy implementation.
Public Sector duties	Ensure the school carries out its statutory duties effectively.

ALL TEACHING AND ASSOCIATE STAFF WILL:	
Policy implementation	Contribute if requested to reviews. Raise issues with managers which could contribute to policy review and development
Behaviour	Behave with respect and fairness to all colleagues, students and parents and carry out the letter and spirit of the school's equality scheme. Support colleagues within the school community. Provide a consistent response to incidents (such as bullying or racism). Raise awareness of their responsibility to record and report prejudice related incidents Design and deliver an inclusive curriculum to provide the right outcomes for students
Public Sector duties	Contribute to the implementation of the school's equality scheme

PARENTS/CARERS WILL:	
Policy implementation	Contribute if requested to reviews
Behaviour	Take an active part in identifying barriers for the school community and take an active role in supporting and challenging the school to tackle and eradicate inequality for all. Positively influence their children's expectations about education and their attitudes and behaviour towards other students, staff and Governors. Understand the ethos of the school and become involved in school life (i.e. Open Days, PTCs, extended services). Provide a consistent response to incidents of bullying and racism.

STUDENTS WILL:	
Policy implementation	Be aware of and comply with the Equalities policy as it is applied in school
Behaviour	Support the school to achieve the commitment to tackle inequality. Uphold the commitment made by the school leaders to show how parents/carers, staff and the wider community can be expected to be treated. Not to discriminate on grounds of race, sexual orientation, religious beliefs/non-beliefs, gender or other equality issues. Report any act of discrimination in which they were directly/indirectly involved whether in or out of school. Challenge stereotypes and prejudices and treat others as their equals.

LOCAL COMMUNITY MEMBERS WILL:	
Policy implementation	Take an active part in identifying barriers for the school community
Behaviour	Inform the Governing Body of actions that can be taken to eradicate barriers. Take an active role in supporting and challenging the school to achieve the commitment made to the school community to tackle inequality and achieve equality for all

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Body.

5. Monitor and Review

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