



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Equalities Policy 2020

**Approved at a Full Governing Body Meeting: 9<sup>th</sup> June 2020**

**Date of Next Review: June 2024**

**Responsible Officer: Deputy Headteacher; Teaching & Learning**

## Introduction

At Benton Park School, we share a commitment to equality, diversity and community cohesion across all sections of our school community. As such we have adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

**‘An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people’s different needs, situations and goals and removes the barriers that limit what people can do and can be’**

This Equalities Policy, our Accessibility Plan and our ongoing monitoring aim to help us focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, increase parental engagement and broaden representation of under-represented groups within all levels of our staff, school community and governing body.

By ‘community cohesion’, we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities;
- the diversity of people’s backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all, with appropriate and differentiated support
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## Protected Characteristics

Under the provisions of the Equality Act 2010, it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex;
- race or racial group (including colour, nationality and ethnic origin or national origins);
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

These are known as the “Protected Characteristics”. The Act defines different kinds of unlawful behaviour – direct discrimination, indirect discrimination, discrimination by association, harassment and victimisation.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

**Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage, when compared to people without that characteristic.

**Discrimination by association** occurs when someone discriminates against someone because they associate with another person who possesses a protected characteristic.

**Harassment** is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been, because of something they have done (“a protected act”) in connection with the Equality Act. A protected act might involve, for example, making an allegation of discrimination, or supporting another person’s complaint by giving evidence or information.

Although not specifically covered by the Equality Act in the context of students within education, at Benton Park we also consider **socio-economic factors, caring responsibilities** and **age** as part of our focus on equality, diversity and community cohesion. These factors are also part of our wider responsibilities to our staff.

## **Our Objectives**

Benton Park School is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

At Benton Park School we are committed to building a cohesive, collaborative school community in which we:

- tackle all types of discrimination;
- celebrate the diversity within our school and the wider world;
- promote equality of opportunity;
- build good relationships between people of different groups;
- contribute to the cohesion of the local community and wider society;
- promote fundamentally the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- meet our statutory duties under the Equality Act 2010.

## **Our Principles**

Our principles cover six aspects of equality, diversity and community cohesion:

### 1. Commitment and Engagement

- We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

## 2. Ethos

- We create an ethos which promotes and reflects equality, celebrates diversity, develops understanding and challenges stereotypes and prejudices.

## 3. Curriculum, Teaching and Learning

- We provide experiences which broaden students' horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching and learning, an inclusive curriculum and wider opportunities for learning and personal development.

## 4. Tackling Discrimination and Harassment

- We identify and remove all practices which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.

## 5. Achievement and Progress

- We have high expectations of everyone involved with the school. We monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all students can reach their full potential.

## 6. Professional Development

- We ensure that all staff are empowered to challenge discriminatory behaviour and promote equality, diversity and community cohesion through their teaching and relationships with students, and that Governors understand their statutory duties.

## **Achieving our principles**

### 1. Commitment and Engagement

- Our commitment to equality, diversity and community cohesion will be led by Equality Champions.
- All members of staff will be invited to contribute to this agenda.
- Students will be invited to contribute to this agenda through our Form Tutor Programme and through PSHCE.
- We will report to parents and carers on our progress towards our Equalities Objectives and provide opportunities for them to contribute to this aspect of our work.
- We will publish details of our equalities work, including our "equality objectives", on our school website (in line with the Equality Act 2010 Specific Duty).
- We will develop our engagement with the local community and our role as part of the Aireborough Trust.

### 2. Ethos

- We will celebrate the diversity of our school community and reinforce our commitment to equality of opportunity in marketing materials, including the school website.
- We will encourage everyone in the school community to have a positive self image and high self-esteem, so that they may develop their potential.
- We will model relationships which promote mutual respect and value similarities and differences, facing equality issues openly and transparently.
- We will ensure that issues of equality, diversity and respect for human rights are promoted through all aspects of school life, including through assemblies and our PSHCE curriculum.

### 3. Curriculum, Teaching and Learning

- We will audit the curriculum for coverage of issues of equality, diversity and respect for human rights, and ensure that all year groups explore these themes across a range of subjects.
- We will provide opportunities for students to explore issues of global equality and citizenship within the curriculum.
- We will ensure that students who are new to English are grouped in line with their cognitive ability and learn alongside their peers who provide good role models of language and behaviour.
- We will provide opportunities for students to meet people from other cultural, religious and social backgrounds, through taking part in trips, visits and activities with appropriately vetted visiting speakers.
- We will monitor participation by different learner groups in extra-curricular activities, trips and visits, including by ethnicity and gender.
- We will ensure that the teaching materials we use acknowledge the importance of challenging discrimination and positively reflect the diversity of our society.

### 4. Tackling Discrimination and Harassment

- We will systematically record and report all incidents which are discriminatory in terms of race, gender, sexuality or disability, and ensure that these are sanctioned appropriately through the school's Attitude to Learning Policy.
- We will adopt a robust response to all forms of bullying and harassment, in accordance with our "Anti-Bullying Policy".
- We will monitor and report on exclusion rates and the use of other sanctions by ethnicity, gender, Disadvantage (Dis), Children Looked After (CLA) and Special Educational Needs (SEN), as well as the implementation of our rewards strategy.
- We will monitor recruitment of staff by ethnicity and ensure that all job advertisements include an equal opportunities statement.

### 5. Achievement and Progress

- We will monitor data on progress, behaviour and attendance by different learner groups, including by ethnicity, gender, Dis, CLA and SEN.
- Faculty Leaders, Subject Leaders and Key Stage Leaders will evaluate the attainment and progress of different learner groups, including by ethnicity, gender, Dis, CLA and SEN.
- Where appropriate, specific support and intervention strategies will be implemented to tackle the causes of under-achievement of individual students.
- Students with capabilities in a heritage language will be encouraged to gain accreditation and will be given appropriate support to do so.

### 6. Professional Development

- We will ensure that all staff are familiar with this Equalities Policy, as well as the Equalities Objectives.
- We will provide training on equality, diversity and community cohesion for all staff.
- We will provide opportunities for staff to develop further expertise in exploring equality, diversity and human rights issues through their own curriculum area.

- We will ensure that all governors understand their role in supporting this aspect of the school's work, including their statutory duties.

### **Monitoring the impact of this policy**

The impact of this policy will be measured through:

- Student surveys of the effectiveness with which the school promotes equal opportunity and community cohesion, as part of our 'student voice' agenda.
- Parents and carers surveys on the effectiveness with which the school promotes equal opportunity and community cohesion, as part of the wider 'parent and carer engagement' agenda.
- Staff surveys on the effectiveness with which the school promotes equal opportunities as part of the 'staff voice'.

In addition, we will monitor other indicators on an ongoing basis, such as:

- Attainment and progress of students;
- Sanctions and rewards;
- Incidents of bullying and harassment;
- Participation rates in trips, visits and extra-curricular activities;
- Membership of the Governing Body;
- Staffing;
- Parent and carer engagement.

### **Roles and Responsibilities**

We all have a right to be treated fairly and with dignity and respect. Everyone has a responsibility for working together to promote a harmonious and safe environment which eliminates discrimination and harassment.

#### **Role of the Governing Body**

- The Governing Body has responsibility for ensuring all the school policies promote and sustain equality and diversity in employment practices and the in the provision of the service.
- The Governing Body will ensure there are effective policies in place for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints.

#### **Role of the Headteacher**

- To promote equality and diversity throughout the school and ensure that colleagues are aware of their responsibilities and expectations with regard to their conduct. They will recognise the need for continuous professional development on issues of equality and diversity.
- To ensure that all customs and practices within the school adhere to the principles stated within this policy
- To ensure that links with the Local Authority are maintained to keep up to date with current legislation and developments with regard to equality and diversity issues.

- To ensure that this policy is implemented effectively and that any contravention will be dealt with under the schools grievance and bullying and harassment policy, disciplinary policy and complaints policy as appropriate.
- Ensure staff know how to report discrimination, bullying and harassment and ensuring that the reporting of incidents does not result in victimisation.
- Effectively manage and deal promptly with investigating issues relating to potential discrimination including complaints against employees.

### **Role of Line Managers**

- To set a good example by treating all members of the school with dignity and respect.
- To address unacceptable behaviour and ensuring that all staff act in accordance with the equality and diversity policy providing necessary support and direction.
- To deal with complaints fairly, thoroughly, quickly and confidentially.
- To ensure that due consideration is given to equality and diversity within their sphere of influence.

### **Role of all school employees**

- Every employee, irrespective of their job or position within the school, has an individual responsibility to treat others in a fair and non-judgemental manner and to promote positive attitudes and relationships.
- To not harass, abuse, intimidate others and victimise anyone as a result of them having complained about, reported or provided evidence of discrimination.
- Individual employees will be held accountable for their actions if they contravene the school's commitment to act as an equal opportunities employer and service provider. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

### **Equality Impact Assessment**

As a school, we monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity.

### **Equality Objectives**

In accordance with the Equality Act (2010) and our Equalities Policy, we have published a series of Equality Objectives. Our current Equality Objectives (2020-2023) include the following key objectives:

1. To develop and embed curriculum-based work on **addressing all types of discrimination**, supported by staff training and the use of external expertise as appropriate;
2. To reduce, and ultimately eliminate, behaviour incidents linked to **homophobia, biphobia, transphobia, race, faith, gender and/or disability**, by increasing students' awareness, understanding and empathy;
3. To increase **community engagement** in our work related to equality, diversity, social justice and global citizenship;

4. To continue to **narrow the gap** in achievement between students from different learner groups.

The full Equalities Policy is published on our website and is available as a hard copy from Reception on request.

### **Review**

This policy will be subject to review in line with changes in employment law and related policies and procedures.

### **Complaints**

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Staff who make a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and that complaints are dealt with promptly and fairly.

Where an individual feels that they have been treated unfairly in accordance with this policy, they have the right of complaint through the appropriate procedures:

- Where an individual employed by the school feels they have been discriminated against by an employee, manager or governor of the school, they should refer to the school's Grievance and Bullying and Harassment Policy
- Where an individual who is not employed by the school feels that they have been discriminated against by an employee, manager or governor of the school, they should refer to the School's Complaint Policy.
- Students who feel they have been discriminated against by any member of the school community should report it to a member of staff.





## Equality Data 2020

### 1.0 Students

Gender	%	Ethnicity	%	Religion	%	Disability	%
Male	51.6	Any Other Black background	0.21	Buddhist	0.21	Disabled	0.99
Female	48.4	Any Other Ethic Group	0.0	Christian	43.75		
		Any Other Mixed Background	1.76	Hindu	0.35		
		Black African	0.07	Jewish	0.14		
		Chinese	0.35	Muslim	5.36		
		Indian	1.69	No Religion	41.43		
		Data not available	0.49	Sikh	1.20		
		Kashmiri other	0.21	Data Not Available	5.71		
		Kashmiri Pakistani	0.21	Other	1.84		
		Other Asian	1.13				
		Other Pakistani	3.74				
		White British	84.62				
		White + Asian	0.92				
		White + Black African	0.49				
		White + Black Caribbean	1.98				
		White Eastern European	0.92				
		White Other	0.77				
		White Western European	0.28				



## 2.0 Staff

<b>Gender</b>	<b>%</b>	<b>Ethnicity</b>	<b>%</b>	<b>Disability</b>	<b>%</b>
Female (incl Trans)	66.9	Black or Black British African (BF)	0.6	Disabled	1.8
Male (incl Trans)	33.1	Black or Black British Caribbean (BC)	1.2	Not Disabled	80.7
		Mixed White and Asian (MA)	1.2	Not Specified	17.5
		Mixed White and Black African (MF)	0.6		
		Not Specified (NS)	7.2		
		White British (WB)	87.4		
		White English (WE)	0.6		
		White Irish (WI)	1.2		

## Appendix 2 – Equality Objectives

In accordance with the Equality Act (2010) and our Equalities Policy, we have published a series of Equality Objectives. Our current Equality Objectives (2020-2023) include the following key objectives:

5. To develop and embed curriculum-based work on **addressing all types of discrimination**, supported by staff training and the use of external expertise as appropriate;
6. To reduce, and ultimately eliminate, behaviour incidents linked to **homophobia, biphobia, transphobia, race, faith, gender** and/or **disability**, by increasing students' awareness, understanding and empathy;
7. To increase **community engagement** in our work related to equality, diversity, social justice and global citizenship;
8. To continue to **narrow the gap** in achievement between students from different learner groups.

