

## Skipton Girls' High School

### Equality and Diversity Policy

#### 1. Commitment to Equality & Diversity

At Skipton Girls' High school we are committed to ensuring and promoting equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of gender, race, disability, faith, sexual orientation, or socio-economic background. We have a culture of inclusion and diversity, providing a supportive environment for all who work and study here and one which celebrates individualised identity.

This policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available official guidance and relevant codes of practice.

1.1 As well as the specific actions detailed below, the school operates equality of opportunity in its day to day practice in the following ways:

##### 1.1.1 Safer Recruitment

Ensure that job applicants and employees are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, heritage group, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction;

1.1.2 Promote diversity, equity and equality for all staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds;

1.1.3 Promote and sustain an inclusive and supportive work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group;

1.1.4 Treat part time staff fairly and equally;

1.1.5 Challenge inequality and inequity and less favourable treatment wherever practicable;

1.1.6 Promote an environment where staff feel valued, supported and have access to appropriate advice and encouragement for their continuing professional development;



- 1.1.7 Promote an environment free of bullying and harassment on any grounds in relation to the whole school community (staff and students).
- 1.1.8 We do not discriminate against staff on the basis of age, race, sex, disability, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and governors treat visitors, volunteers, contractors and former staff members.

## **1.2 Teaching and Learning**

Our vision statement strongly conveys our ambition to lead an innovative and academic learning environment which is not constrained by gender stereotypes.

We use contextual data to ensure that personalised and effective support is provided to individuals and groups of students

We track and monitor student data using disadvantaged indicators and ethnicity and take appropriate action to close achievement gaps.

We ensure equality of access for all students and maximise every curriculum opportunity to prepare them for a life in a diverse society. Teaching and learning resources reflect the diversity of the school, population and local community in terms of race, gender, disability and sexual orientation.

We promote attitudes and values that will challenge racist and other discriminatory attitudes, behaviours or prejudice.

## **1.3 Admissions and exclusions**

Our determined admissions arrangements for Year 7 and Post 16 are fair and transparent, and do not discriminate on race, disability, sexual orientation or socio-economic factors. Exclusions will always be based on the schools Behaviour for Learning Policy. We will closely monitor exclusions in respect of equality.

## **2. Responsibility for Implementation**

2.1 The Education Committee has responsibility for:

2.1.1 Reporting on progress made in achieving equalities targets; and

2.1.2 Reviewing the policy at least every two years, to ensure it remains commensurate with the law and best practice.

2.2 The Headteacher and Senior Leadership Team will oversee the implementation of this policy.

2.3 The Head teacher has overall delegated responsibility for co-ordinating the day-to-day operation of the policies and procedures with the Senior Leadership Team.

## **3. Responsibility and Liability**

3.1 All members of staff remain personally responsible for ensuring that they act within the law. The Senior Leadership Team are responsible for ensuring that all staff perform their duties in

a lawful manner and that proper training and support is provided accordingly. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable and may lead to disciplinary action.

#### **4. Related Policies**

- 4.1 All the School's policies will reflect this Equality and Diversity Policy statement. The Equality Act (2010) introduced a single equality duty for all public sector organisations including schools: known as the 'public sector equality duty'. Our Single Equality Scheme describes and demonstrates how we are meeting the aims of the Equality Act.

#### **5. Recruitment, Selection and Promotion**

- 5.1 Those involved in making appointments will ensure that in recruitment procedures any advertisements, job descriptions, short listing and interview procedures are without any direct or indirect discrimination, unless there is a specifically exempt area, for instance relating to sex and decency.
- 5.2 The recruitment and selection process is crucially important and governors will endeavour through appropriate training to ensure that those making selection and recruitment decisions do not discriminate in making these decisions.
- 5.3 All applicants applying for posts at the school will receive fair treatment and will be considered solely on their ability to do the job.
- 5.4 Promotion and advancement will be on merit and all decisions related to this will be made within the overall framework and principles of this policy.

#### **6. Retirement**

- 6.1 The governing body recognises that there cannot be any default retirement age and therefore employees will only be judged on their performance.

#### **7. Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

All incidents are reported to the Designated Senior Person and Headteacher and are recorded as part of our whole school safeguarding processes.

#### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from activities and groups, unwanted comments and looks, jokes, graffiti and vandalism.

A racist incident was defined by the Stephen Lawrence Inquiry Report (1999) as: Any incident which is perceived to be racist by the victim or any other person'.

## Types of discriminatory incident

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory insignia or badges
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bullying due to victim's race, disability, gender or sexual orientation.
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, dress, religion
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## 8. Equality Aims

### 8.1 **Disability:**

#### **Definition of disability**

Disability legislation has defined a disabled person as someone who has a 'physical or mental impairment which has substantial or long term adverse effect on his or her ability to carry out normal day to day activities.

The definition of disability has also been extended as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial effect on their activities;
- Individuals with a mental illness no longer have to demonstrate that it is 'clinically well recognised' although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day to day activities.

If employees are disabled, or become disabled, they are encouraged to tell the school management about their disability so that appropriate support can be offered, or adjustments made where possible. The school will monitor the premises to consider whether they place disabled employees or applicants at a substantial disadvantage compared to other staff. Where reasonable, the school will take steps to improve access.

8.2 **Age:** Legislation makes discrimination on the grounds of age illegal. For schools this has particular relevance in the appointment and treatment of staff.

8.3 **Gender:** The school will review policies and working practices to ensure that they comply with relevant legislation.

8.4 **Sexual Orientation:** the school will ensure that policies and working practices comply fully with legislation on sexual orientation.

8.5 **Religion:** The school respects the needs and requirements of people who adhere to a range of cultural and religious beliefs. Where possible, adjustments to working practices or premises will be made where an employee has a particular religious requirement.

8.6 **Heritage Group/Race/ethnic origin:** The school will ensure participation of all heritage groups in all its activities including recruitment, training and development. Monitoring will be undertaken to identify any areas of inequality.

8.7 Bullying or harassing members of staff on the grounds of disability, age, gender, sexual orientation, religion or race/ethnic origin is unacceptable and colleagues found to be doing so are likely to be dealt with under the school's disciplinary procedure.

8.8 **Community Cohesion**

The Education and Inspections Act 2006 placed a new section 21(5) into the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths, beliefs and socio-economic backgrounds.

**7. Monitoring and review**

7.1 The governors will monitor the impact of this policy statement to determine its effectiveness, through the school's self-evaluation procedures including, where appropriate, review of the employment records of all employees.

7.2 Monitoring may include:

7.2.1 The collection and classification of information regarding heritage group, gender and disability of current employees.

7.2.2 The examination by heritage group, gender and disability of the distribution of employees and the success rate of applicants.

7.2.3 Examining the recruitment, training and promotional records of all employees, including any decisions and the reasons for them.

7.2.4 Monitoring of applicants to ensure that the principles of the policy statement are being applied and so to assist in the answering of any complaints from unsuccessful candidates.

7.2.5 The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy statement. Consideration will be given if necessary to adjusting the policy statement to afford greater equality of opportunity to all applicants and employees.

Adopted: March 2016

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Next Reviewed: March 2019