



**Single Equality Scheme Policy and Equality Duty Statement**  
**(Replaces the previously Equal Opportunities, Race Equality and Gender Equality Policies)**

This Single Equality Scheme (SES) is written to take account of the Equality Act 2010 which builds on previous legislations referenced in this document. Lowbrook Academy is committed to setting Equality objectives to comply with the socio-economic duty to support children from poorer families and the Equality duty to treat different groups equally and fairly. This policy is inextricably linked to the school's accessibility plan and policy.

“Education reform is the great progressive cause of our times. It is only through reforming education that we can allow every child the chance to take their full and equal share in citizenship, shaping their own destiny and becoming masters of their own fate”

Michael Gove, Secretary of State for Education, November 2010

**Statement**

At Lowbrook Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We know that inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls.

We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and seek to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities. We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review. We recognise our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

The achievement of pupils will be monitored by ethnicity, gender and disability using Target Tracker and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying (including cyberbullying) and stereotypes and creating an environment which champions respect for all. At Lowbrook Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



“Our schools should be engines of social mobility, helping children to overcome the accidents or birth and background to achieve much more than they may ever have imagined.”

Michael Gove, Secretary of State for Education, November 2010

### **Mainstreaming equality into policy and practices**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender, disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own cultural heritage and celebrate the diversity of other cultures and lifestyles;
- Seek to involve all parents in supporting their child’s education;
- Encouraging classroom and staff discussion/debate and extending opportunities for controversial discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning – misconceptions must be addressed to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity;
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;



- Ensure that the Citizenship and Ethics curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Identify resources that support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for SEN and disability. ;
- We aim to meet all pupils learning needs including the more able by carefully assessed and administered programmes of work;
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- Policies on displays, displays, notices, meals, uniform, etc. in our school will reflect its population.

### **Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Lowbrook Academy.



We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. At Lowbrook Academy, we will continue to create and retain a workforce that is valued for their diverse contributions and representations of different perspectives, ethnic backgrounds, experience and skills. To achieve this, our school will maintain strong community /parental links and governors will give support to our school and all its stakeholders, to ensure an effective educational delivery. Health related questions will not be asked before the job offer, unless the questions are specifically related to an intrinsic function of the work. Applicants will still be issued with a generic health questionnaire as part of the application procedure. However, the applicant can fill this in at their own discretion. At Lowbrook Academy, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer Duties**

As an employer we need to ensure that there is no discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, marriage status, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010)

The action plan and accessibility scheme outlines the actions Lowbrook Academy will take to meet the general duties detailed below.

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### **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;



- Promote good relations between staff, children and the community of different racial groups.

Under our specific duty we:

- Prepare an Equality Plan which includes our written policy for race equality (included in this policy - see Appendix);
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and Disability Equality Scheme.

### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that 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 or her ability to carry out normal day to day activities.

### **Legal Duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;



- Encouraging participation in public life by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this scheme every three years.

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. How we do this is detailed in our Disability Equality Scheme and Access Plan.

### **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex, gender reassignment;
- Promote equality between men and women and boys and girls.

Under our Specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this scheme every three years.

### **Age, Sexual Orientation, Religion and Belief**



The Equality Act 2006 made provisions for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21 (5) to 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 pupils from different races, faiths or beliefs and socio-economic backgrounds. The duty came into force on 1st September 2007.

The introduction of British Values into our Citizenship & Ethics curriculum in 2015 covers this extensively.

### **Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire and parents' consultations;
- Input from staff surveys or through staff meetings/Insets;
- Feedback from Citizenship and Ethics lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Educational Plans (IEPs);
- Personalised Provision Mapping, mentoring and support;
- Feedback at Governing Body Meetings.

### **Roles and Responsibilities**

#### **The Role of Governors**



- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

#### **The Role of the Executive Principal (and Senior Leadership Team)**

- It is the Executive Principal's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the Executive Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Executive Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Executive Principal promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Executive Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.

#### **The Role of all Staff (teaching and non-teaching)**

- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotyped images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Executive Principal or Leadership Team.





- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **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 pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Member of Leadership Team/ Executive Principal, where necessary. All incidents are reported to the Executive Principal/Leadership Team and racist incidents are reported to the governing body and Local Authority on a termly basis.

### **What is a Discriminatory Incident?**

Harassment on the 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 groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is 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**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist homophobic or discriminatory badges or insignia;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;

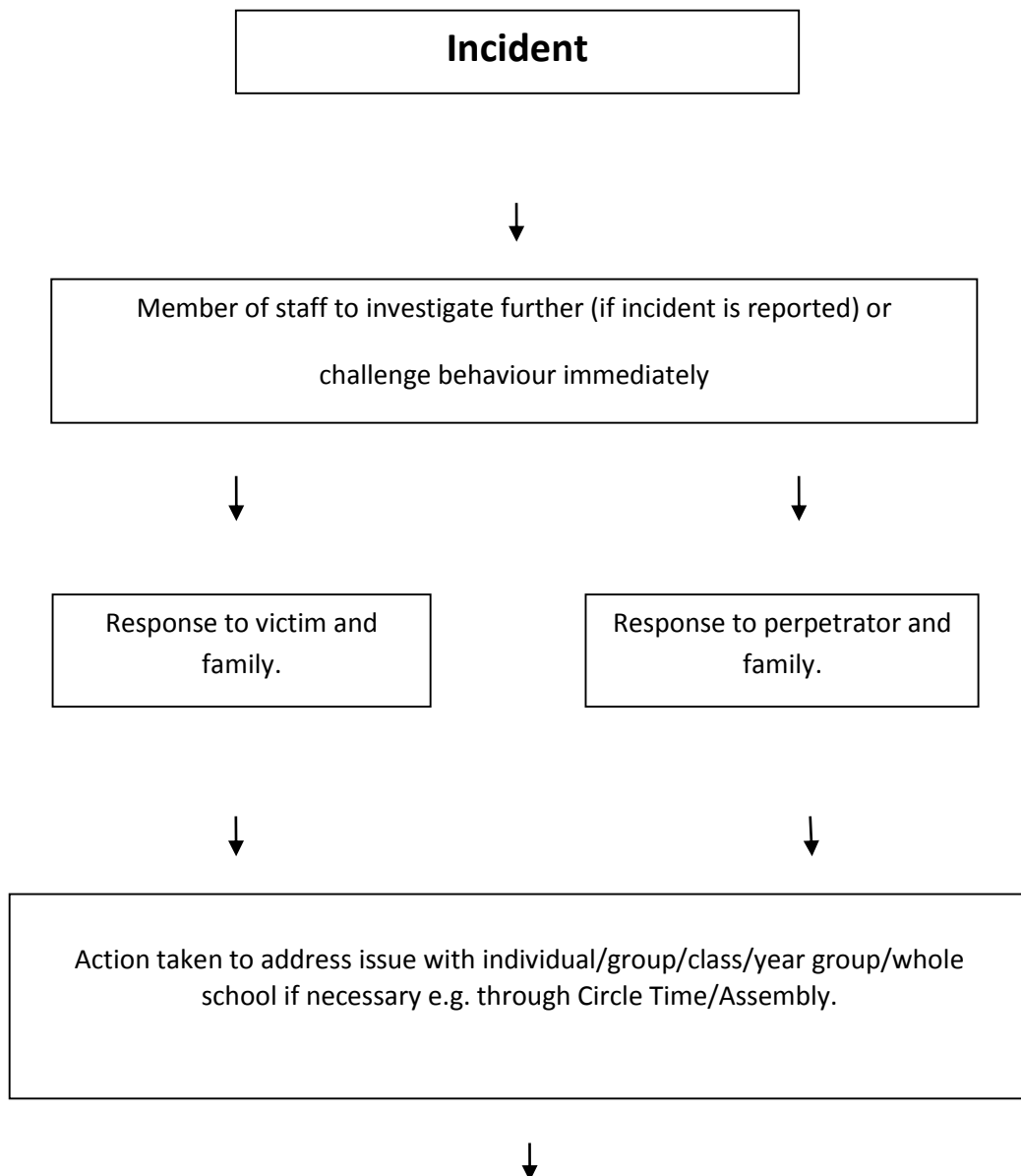


- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. At Lowbrook, all incidents are recorded in a separate section of the Behaviour Log maintained in the School Office. The SLT review this at every leadership meeting.

Procedure for responding and reporting outlined below.





Incident form to be completed and filed. Incidents to be reported to Governing Body and Local Authority (where requested e.g. Racial Incident Form) on a termly basis.

### **Review of Progress and Impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

### **Publishing the Plan**

The Equality Act 2012 requires us to publish information that demonstrated that we have due regard for the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.
- Published Equality Information will be updated at least annually and objectives updated at least once every four years.

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### **EQUALITY POLICY OBJECTIVE**

#### **2016 - 2017**

To rigorously monitor progress of all groups to identify under performance and adjust provision to support progress

This objective is rigorously monitored by the school leadership team and the full governing body.



Related Policies:

Disability Equality Scheme incorporating Access to Education For Children and Young People with Medical Needs (Inclusive of Accessibility Plan) Teaching & Learning  
Admissions  
Behaviour  
Teachers Performance Management and Capability  
Capability for all staff (with the exception of Teacher)  
Appraising Teacher Performance  
SEND

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The Governing Body approved this policy on date: **24<sup>th</sup> November 2017**

Signed:

Chair of Governors

Signed:

Executive Principal



### EQUALITY ACTION PLAN 2017 - 2020

Equality Objective	Action required	Outcome	Person responsible	Timescale
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head of School  Governing Body	April 2018  Term 2 & 4 Pupil / Parent questionnaires.  Annual ratification of policy by Governors
All	To monitor and analyse pupil achievement by race, gender, disability and age (Summer Borns) and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT  Governing Body	Termly
All	To ensure that displays and curriculum overviews promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups	SLT  Teachers	Ongoing
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events including after school clubs have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT  Teachers  PE Leader	Ongoing
Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.	Executive Principal  SLT	Ongoing



		<p>Staff followed guidance consistently and effectively as outlined above.</p> <p>Governors are informed regularly of any recorded incidents regarding the equality groups.</p>	<p>School Staff (monitored by SLT) Governing Body</p>	<p>Ongoing</p> <p>Termly</p>
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events and after school clubs.	<p>Equal representation / opportunities for boys and girls.</p> <p>Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.</p>	<p>SLT</p> <p>Teachers</p> <p>PE Leader</p>	Ongoing
Gender Equality	To ensure there is an insignificant disparity in academic performance between girls and boys.	<p>Monitor on termly basis the performance of different groups, (Gender) and analyse who and why has performed in what way, addressing any inadequacies.</p> <p>Ensure the curriculum has both boy/ girl friendly opportunities as well as gender neutral. There should be no stereotyping of genders, e.g. boys being leaders, and pupils should be encouraged to see the qualities and skills they have as being diverse and complimentary.</p> <p>Promote positive images of both genders, and use positive role models from the community</p>	<p>SLT</p> <p>Assessment Leader</p> <p>Subject Leaders</p> <p>Teachers</p>	Ongoing



<p>Sexual orientation / transgender</p>	<p>To ensure that selection and recruitment procedures adhere to guidelines.</p> <p>To continue to promote the message that we are all equal and that we are all different.</p> <p>To promote respect for all through our ethos and curriculum.</p> <p>To be welcoming to parents and families irrespective of their sexual orientation.</p> <p>To address prejudice where it arises.</p> <p>To ensure that Sex &amp; Relationship Education &amp; Policy recognises diverse family structures.</p> <p>Ensure all staff respond appropriately to questions raised by children</p>	<p>A balance of male/female role models evident in staff.</p> <p>Pupils recognise that families are made from a range of gender and sexual orientations (include marriage and civil partnership - age appropriate).</p>	<p>SLT</p> <p>Governing Body</p> <p>Teachers</p>	<p>Ongoing</p>
<p>Disability Equality Duty</p>	<p>To ensure pupils with a disability are actively involved in school activities eg clubs.</p> <p>To ensure there is effective transition between classes and schools.</p>	<p>Pupils with a disability are participating in extra- curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.</p>	<p>SLT</p> <p>Teaching staff</p>	<p>Ongoing</p>



<p>Community Cohesion</p>	<p>To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>To ensure the theme of British Values is woven throughout our Citizenship &amp; Ethics Curriculum and Assembly Schedule.</p>	<p>A programme of assemblies organised and special days celebrated.</p> <p>Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p> <p>Theme Weeks such as Arts &amp; Culture Week organised to ensure pupils are exposed to a range of cultures and religions in real life contexts.</p>	<p>SLT</p> <p>Faith &amp; Belief Leader</p> <p>Citizenship &amp; Ethics Leader</p> <p>Place &amp; Time Leader</p> <p>Teaching staff</p>	<p>Ongoing</p>
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