

# *The Ashcombe School*



## *Equality Policy*

<i>Presented to Governor Sub Committee</i>	<i>HRW</i>
<i>Lead SMT</i>	<i>ASR</i>
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# The Ashcombe School

## Equality Policy

### Introduction

This policy sets out The Ashcombe School's approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion. In addition to this the school has a Single Equality Scheme which is monitored and reviewed. This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for pupils as individuals or groups.

### The School Context

The Ashcombe School, in Dorking, is a larger than average, mixed comprehensive secondary school, with a large sixth form. It has been a specialist language college and leadership partner school for some years, and has a number of awards: Investors in People, Sports Mark, Healthy Schools, the Surrey County Council Anti-Bullying Silver Charter Mark and Sustainable Schools. The great majority of pupils are of white British heritage and a small number come from a range of black and Asian backgrounds. The school has lower numbers than is usual of pupils whose English is at an early stage of development, who have learning difficulties or other disabilities or who are entitled to free school meals. The school population is stable. It is situated in an area of social and economic advantage, although pupils come from a wide range of backgrounds (*see Appendix 1*).

### Aims and Values

The school is committed to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

### The school's overall approach to promoting Equality

The school's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations and positive attitudes between all characteristics and different groups
- in all of its activities

Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

*\*(NB 'age' is also a protected characteristic but not in relation to pupils of any age in a school)*

## **A Cohesive Community**

The school seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

Currently the school serves a variety of communities e.g.

- an extended community (e.g. the Dorking Schools' Partnership, the Dorking Schools' Language Development Group)
- geographical communities (e.g. Dorking, Mole Valley, Surrey)
- the community of Britain (e.g. through its Language College & Leadership Partner status)
- the global community (e.g. through the wide range of links made with communities abroad including e.g. China, countries within Africa, Romania, France, Germany, Spain, and Italy)
- communities of interest (e.g. environmental groups, faith groups, ethnic or language groups)
- communities of friends (e.g. local clergy, business partners, arts, sports, voluntary and support groups)

## **Roles and Responsibilities**

**School Governors are responsible for ensuring:**

- the school complies with current equality legislation
- this policy and the single equality scheme are properly implemented
- related procedures are followed
- assigning a named governor

**The Headteacher is responsible for ensuring:**

- the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- its procedures are followed
- regular information for staff and governors about the policy and how it is working
- there is training for them on the policy
- all staff know their responsibilities and receive training and support in carrying these out
- the school takes appropriate action in cases of harassment and discrimination

**All school staff are responsible for:**

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
  - recognise and tackle bias and stereotyping
  - promote equality and avoid discrimination against anyone
  - keep up to date with the law on discrimination and take training and learning opportunities

**Pupils are responsible for:**

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour

**Parents/Carers are responsible for:**

- supporting the school's equality ethos
- sharing concerns or issues with senior staff

**Visitors and contractors are responsible for:**

- following our expectations regarding equality

**Responsibility for overseeing equality practices in the school lies with a named member of staff and governor**

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- monitoring exclusions

**Monitoring, Reviewing and Assessing Impact**

- The school's Equality Policy is supported by a Single Equality Scheme which is linked to the school development plan and includes targets determined by the governing body for promoting equality
- The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community
- Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making
- The named member of staff and governor responsible for equality will monitor specific outcomes.
- A report will be given annually to the Governor Sub Committee and the Headteacher will provide monitoring reports for review by the Governing Body annually.
- This policy links to other policies and in general the principles of equality will apply to all other school policies.

**Concerns or complaints**

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the school's Complaints Policy.

## *Equality Policy*

### **Appendix 1**

#### **School Context (as at January 2017)**

<b>Details</b>	<b>Jan 17</b>
<b>Staff</b> (teaching and support staff)	<b>189</b>
<b>Gender</b>	
Male	<b>31.7% (60)</b>
Female	<b>68.2% (129)</b>
<b>Ethnicity</b>	
White British	<b>90.4% (171)</b>
Other Ethnic group	<b>9.5 % (18)</b>
<b>Disability</b>	<b>0</b>
<b>Pupils on roll</b>	<b>1422</b>
<b>Gender</b>	
Male pupils	<b>51.6%(734)</b>
Females pupils	<b>48.4%(688)</b>
<b>Ethnicity</b>	
Pupils who are white British	<b>85.3%(1213)</b>
Pupils who belong to an ethnic minority group	<b>14.7%(209)</b>
<b>Additional Needs</b>	
Pupils on the SEN register	<b>11.8%(168)</b>
Pupils who have English as an additional language	<b>4.9%(70)</b>
<b>Disability</b>	<b>1.2%(17)</b>
<b>Religion or Belief:</b>	
Christian	<b>67.1%(955)</b>
Muslim	<b>2.1%(30)</b>
Religions include Hindu, Jewish, Sikh, Roman Catholic, Other	<b>0.6% (9)</b>
No faith or not disclosed	<b>28.5%(406)</b>
Looked after children	<b>0.9%</b>
Pupils eligible for Free School Meals	<b>3.7%(53)</b>

Numbers within the category of ‘other protected characteristics’ not listed above are considered too small to be recorded and therefore not presented.