



THE TOWERS

EQUALITY ACT (2010) & SINGLE EQUALITY SCHEME

Approved by:	Governors - 10 December 2018
Ownership:	Headmistress, Junior Coordinator, Senior Teacher
Next Review:	September 2021

The Towers is committed to promoting equality, diversity and community cohesion. The school aims to provide equality and excellence for all in order to promote the highest possible standards and to encourage every pupil to reach their own potential. The Towers strives to foster mutual respect, sensitivity and understanding among all members of its community. Everyone is encouraged to respect the culture of others and to recognise and celebrate the differences between people.

The principles of this policy applies to all Trustees, Governors, staff, pupils, parents and community members.

The Equality Act (2010) brings together under a single legislative framework pre-existing diverse and complex legislation.

THE SCHOOL CONTEXT

Although The Towers is a Catholic school, the majority of pupils and staff are from a variety of religious backgrounds or none. The following information is useful for setting the school in a context. Data is as at October 2018.

Pupils	176
Boys	4
Girls	172
Male staff	15
Female staff	69
Pupils needing English support	0
Catholic pupils	84
Catholic staff	13

Pupils – other religions	53
Staff – non-Catholic/no religion	71

The objectives of the School’s Equal Opportunities Statement, is to provide a framework to eliminate unlawful discrimination and harassment, promote equality of opportunity, good relations and positive attitude between people of diverse backgrounds. We aim to create a high quality learning environment which includes all statutory requirements, encourages each student to develop academically, personally and spiritually to their fullest potential.

The school seeks to ensure that no pupils, staff, parents, or carers, or any other persons through their contact with the school, receive less favourable treatment on any grounds, which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender including gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, pregnancy and maternity, trade union or political activities, social class, where the person lives or spent convictions.

The Trustees, Governors and staff at The Towers are committed to the principle of Equal Opportunities. The school aims to provide a challenging educational environment with high expectations of success for all pupils regardless of their age, gender, ability, social background or ethnic origin.

All members of the school community have the right to be respected and the responsibility to respect others.

There should be appropriate and effective relationships between staff and pupils, with mutual respect and trust for one another.

At both Key Stage 3 and Key Stage 4 there will be formal learning programmes contributing to the spiritual, moral, cultural, aesthetic, mental and physical development of pupils, to include all national curriculum core and foundation subjects, religious education and other legal requirements put into place.

All subject areas have a responsibility to support and challenge equality within the school through the taught curriculum.

Appropriate arrangements for pupils with special educational needs will be embedded via the Learning Support Department.

Teachers have high expectations of pupils and constantly challenge them to reach their highest levels of achievement.

Teachers should provide an accessible curriculum, which is differentiated and inspires pupils to want to learn.

All displays around the school and in classrooms should reflect equal opportunities and reflect cultural diversity.

PROCEDURES

(a) Gender

1. The expectations of boys (in the Juniors) and girls (throughout) are equally high within the classroom and in all extra-curricular activities.

2. The content of all courses caters for the interests of both boys and girls, and presents the lives, achievements and concerns of both men and women.
3. The resources in the Junior Library appeal to both boys and girls.
4. Any artificial separation of boys and girls for administrative purposes will be avoided.
5. Assessment for learning strategies are encouraged that bring out the best in both boys and girls as appropriate.
6. The take-up of extra-curricular activities according to gender will be closely monitored, and strategies followed if there is a gender imbalance.

(b) Ability

7. All teachers will use a range of teaching and learning strategies to inspire and motivate pupils to learn and achieve their highest potential.
8. Each subject area will develop teaching materials and share teaching strategies appropriate to all levels of ability.
9. The Special Educational & Disability Needs Policy describes the procedures of the school for catering for pupils with special educational needs. See Policy SEND.
10. Where there is choice in the curriculum, as in Key Stage 4, provision is made in the courses offered for a range of interests, abilities and aptitudes.
11. Procedures are drawn up for catering for gifted, talented and interested pupils within the curriculum and within the school as a whole. See the Gifted, Talented and interested section of the SEND Policy.
12. The school will consider a variety of learning strategies, including cognitive accelerated learning, independent learning skills and flexible learning as opportunities for all pupils to reach their potential.

(c) Social and Religious Background and Ethnicity

13. The content of subject schemes of work is relevant to pupils from a wide range of backgrounds.
14. People's achievements, ideas and aspirations from a wide range of cultures are represented in teaching resources.
15. Expectations of pupils from a variety of social, religious and ethnic backgrounds are equally high. Discrimination against pupils on the grounds of sex, sexuality, religion, race, colour, ethnic origins and disability are unacceptable. Any breach of this must be challenged. There are clear procedures for dealing with incidents related to equal opportunities.
16. Teachers encourage respect between pupils from differing ethnic origins, religious backgrounds or social circumstances within lessons and around the school.

(d) Pupils where proficiency in English is required

17. If a teacher has concerns about a pupil's English language development, the pupil in question may be placed on the school's register of pupils with special educational needs. The SENCo would be involved to offer advice and support and possibly to refer the pupil to a specialist TEFL teacher. The pupil's name is removed from the register when the language concern has been addressed. If the pupil has other learning difficulties over and above the issue of English language development, then clearly they will stay on the SEND register.

(e) Disability

The school strives to promote disability equality and to remove many of the barriers disabled people encounter in their daily lives.

(f) Behaviour, Discipline and Attendance

- Pupil behaviour and exclusions by various groups specified by national regulations will be monitored and the data used to ensure procedures are applied fairly and equitably to all pupils.
- Attendance will be monitored by various groups specified by national regulations and the data used to develop strategies to address poor attendance.

(g) The Wider School Community

All members of the school community have the right to respect and to be respected.

Assemblies/Collective Worship and other school events will reflect the school's commitment to equal opportunities.

Parents have a responsibility to support the school in ensuring that this policy is upheld.

The Trustees will strive to ensure that the membership of the Governing Body reflects the community it serves.

(h) Staff Recruitment and Development

The Trustees will not discriminate against an application for a post or against an employee on the grounds of sex, sexuality, race, marital status or disability.

Staff employment practices will be monitored and evaluated, and reported to the Trustees and Governing Body.

Staff have equality of access to professional development and training.

Cohesive Community

The Towers promotes a society, in which there is a common vision and sense of belonging by all communities: a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which strong and positive relationships exist and continue to be developed in schools and the wider community. The school will:

- Promote understanding and engagement between communities
- Encourage pupils and their 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 learning, teaching and the curriculum explores and address issues of diversity

Racial Equality

The school has a responsibility to tackle discrimination, promote good relations and equality between persons of different race, ethnicity and nationality. The school aim is to help all pupils realise their academic, social and personal potential.

Leadership and Management of the School

Commitments

We are committed to:

- actively tackling racial discrimination and promoting equal opportunities and good • race relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential, and to narrow the gap in levels of attainment between different ethnic groups;
- working with parents and carers, and with the wider community, to tackle racial discrimination, and to follow and promote good practice.
- ensuring how race equality is addressed within the curriculum.

The school will achieve this through the integration of anti-discrimination teaching within schemes of work.

Responsibilities

A. Governing Body

The Governors are responsible for:

- making sure the school complies with the Equality Act 2010.
- making sure all aspects of the Single Equality Scheme will be monitored by the Governors.

B. Headmistress

The Headmistress is responsible for:

- making sure the Racial Equality Statement is readily available and that the Governors, staff, pupils, and their parents and carers understand it. The statement will be published on the website and will be distributed to parents when necessary;
- making sure the Racial Equality Statement and its procedures are followed;
- producing regular information for staff and Governors about the Racial Equality Statement and how it is working, and providing training for them on the statement, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of racial harassment and racial discrimination.

C. All Staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Ethnic Monitoring

The Headmistress will continue to provide the Governors with information about the academic performance of pupils from all ethnicities, particularly minorities and, where cohorts are statistically significant, set targets for them. Governors will be provided with data about the impact of the school's behaviour policy on pupils from ethnic minorities and, if necessary, set targets.

Disability Equality

The Towers promotes positive attitudes towards disabled people and provides equal opportunities between disabled people and others. The Disability Equality Scheme shows how the school is meeting its duty to ensuring disability equality across all areas of its responsibility.

The Disability Equality Scheme should enable equality for disabled students and adults to be established into the culture of the school.

The definition of disability covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, MS, learning and sight impairments, mobility difficulties, people with permanent physical health conditions, people with mental health conditions and learning difficulties/disabilities.

This scheme has been drawn up following questionnaires being completed by the following groups:

- Disabled students at the school
- Disabled staff
- Disabled governors
- Disabled parents/carers
- Disabled members of the wider community

1. The Towers will endeavour to promote disability equality in all aspects of school life. This could include the following:

- Working towards eliminating harassment of disabled pupils by making sure that all pupils are aware that bullying, banter, name-calling or teasing related to a disability or health condition is not acceptable.
- The school will make reasonable adjustments for parents and carers. All parents and carers should have the opportunity to declare a disability or health condition at any time. Parents should contact Mrs C Baker if they require particular reasonable adjustments to be made.
- The school will promote positive attitudes to disability whenever possible by:
 - b. having disabled staff and governors as visible role models.

- c. celebrating diversity and equality for all groups.
- d. including positive and diverse images of disabled children and adults in school publications.

- The school will encourage disabled people to participate in the work of the school by making the communication and venue accessible to disabled people.
- When organising school trips the school will look for venues with a good reputation for including disabled people in their activities and where applicable ask venues to confirm in writing their willingness to make reasonable adjustments that are needed.

2. The Towers also undertakes to do the following:

- Ensure that recruitment and selection procedures for staff collect information on disability.
- Ensure that all school admission forms include information on the disability of students.
- Give staff the opportunity to raise personal issues whenever they arise.
- Make sure that students feel comfortable in the school so that they can raise any issues or difficulties they might have which may be as a result of a disability or health condition.
- Ensure that disabled students have equal opportunities within the school and that these are monitored on a regular basis.

3. The school will strive to:-

- Promote equality of opportunity between disabled and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in school life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

4. The school will gather information from disabled people involved with the school and this will assist in identifying the policies and practices that are having an adverse impact on people with disabilities.

5. The school, wherever possible, will take steps to address issues raised in order to meet the requirements of those with disabilities.

6. The Headmistress will report annually to the Governing Body on the progress being made to promote equality of opportunity for disabled people.

Gender Equality

The school promotes equality of opportunity between men and women (including pupils).

The Governors and staff at The Towers are committed to the principle of Equal Opportunities. The school aims to provide a challenging educational environment with high expectations of success for all students regardless of their age, gender, ability, social background or ethnic origin.

All members of the school community have the right to be respected and the responsibility to respect others.

The Towers is fully committed to promoting equal opportunities between men and women including pupils.

The above will be monitored and any issues arising will be addressed.

Staff

The Towers does not discriminate on gender in relation to recruitment, terms and conditions, promotions and pay, and will continue to monitor recruitment to ensure that this continues.

Monitoring and Reporting

The Headmistress will monitor and report to the link Governor on an annual basis.

Age Legislation

The Towers complies with all statutory legislation. It does not discriminate on age in relation to recruitment, terms and conditions of employment and promotions.

Roles and Responsibilities

The school believes that every member of staff has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

- **School Governors are responsible for:**
 - Making sure the school complies with all current equality legislation
 - Making sure this policy and its procedures are followed

- **The Headmistress is responsible for:**
 - Making sure the policy is readily available and that the Governors, staff, pupils and their parents/carers know about it
 - Making sure its procedures are followed
 - Producing regular information for staff and Governors about the policy and how it is working, and providing training for them on the policy, if necessary
 - Making sure all staff know their responsibilities and receive training and support in carrying these out
 - Taking appropriate action in cases of harassment and discrimination

Monitoring, Reviewing and Assessing Impact

This policy will be linked to the School Development Plan, which will include targets determined by the Governing Body for promoting equality, inclusion and a cohesive community in the school.

The member of staff and Governor who are responsible for The Single Equality Scheme:

Governor
Headmistress

Mrs Nikki Byfield
Mrs M Syred

Their responsibilities will include:

- Coordinating 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 students (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled students etc.)
- Monitoring exclusions

The Headmistress will provide monitoring reports for review by the Governing Body. The reports should include key initiatives and progress against targets and future plans.

KEY LEGISLATION

On 1 October 2010, the Equality Act (2010) replaced all existing equality legislation and provides a single source of discrimination law.