Equality Policy

Approved by Governors: Spring 2019
Review Date: Spring 2020
Person Responsible: Headteacher
Sedgefield Community College
Single Equality policy

Sedgefield Community College is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unfair and unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between different groups with the college and local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to the best education they can.

Unlawful discrimination, which results in unfairness in any respect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. We commit to respect the equal human rights of our students, staff and other members of the college community, and to educate them about equality, diversity and cohesion.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity or orientation.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity or orientation
Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.
- gay people as well as straight people.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.
Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to:

- disability
- ethnicity, religion and culture
- gender.

4. We recognise that the actions resulting from a policy statement such as this are what make a difference.

5. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

6. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

7. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above

Ethos and organisation

8. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

9. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and
those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

10. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

11. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

12. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

13. The governing body review this policy and regular intervals.

14. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

16. All staff are expected to:
   - promote an inclusive and collaborative ethos in their classroom
   - deal with any prejudice-related incidents that may occur
   - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
   - support pupils in their class for whom English is an additional language
   - keep up-to-date with equalities legislation relevant to their work.

Information and resources

17. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

18. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

19. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

20. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
Breaches of the policy

21. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

22. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

23. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
Appendix 1; Further advice for SCC staff.

1. Race’ / Ethnicity
   Colour / nationality / ethnicity / national origins

- College staff should ensure leaflets, printed and web based information take into account different languages and cultures. It should be easy to understand. It should include graphics or photos for a reader with very low / no literacy.
- College staff should investigate whether information is needed in a variety of other formats - language translations or Braille.
- College staff should ensure that they know how to access an interpreter for meetings with parents or carers who do not speak English or who may prefer to discuss a sensitive matter in their first language.
- College staff should routinely record if a Gypsy or Traveller parent or carer needs printed information read out to them. Or if a bilingual parent needs information explained to them orally.
- College staff should ensure other support is available for homework completion for those parents or carers from minority backgrounds who are unable to assist their children with written work.
- College staff should ensure assessment materials and methods relevant to children and young people from minority ethnic backgrounds including Gypsy or Traveller backgrounds.
- College staff should ensure staff treat pupils and families from minority ethnic backgrounds with respect and dignity.
- College staff should identify any dietary needs of pupils. Muslim / Jewish pupils should be treated as vegetarian. Staff must appreciate the spectrum of families’ desire to comply with halal / kosher. Lunchtime staff must be aware of handling and cross contamination for Hindus or vegetarians.
- College staff should ensure these actions are mainstreamed by all staff and not left to one member of staff responsible for equality.
- College staff should ensure pupils are protected from discrimination by association if they are bullied due to their parents/carers’ ethnicity.
- College staff should bear in mind any sensitivities when visiting a home. Staff should be offered training on minority groups’ cultural practices including Gypsy or Traveller cultures.
- Training on race equality will be provided where possible for any member of staff requesting such training.

EXCEPTION
Targeted, proportionate provision to a protected group who have been identified as requiring the provision

2. Religion & Belief / No belief
   Major faith groups / belief systems / no faith

- College staff should ensure printed and web based information is religiously appropriate and / or sensitive.
- College staff should use SIMS information about religion or belief to plan for the needs of your pupil population. Concerns about trips out of school? Assemblies? Christmas and other celebrations?
- College staff should ensure they treat pupils and families from various religions and beliefs with respect and dignity.
- College staff should ensure needs are identified of pupils with a specific dietary requirement of their religion. Muslim / Jewish pupils should be treated as vegetarian. Staff must appreciate the spectrum of families’ desire to comply with halal / kosher. Lunchtime staff must be aware of handling and cross contamination for Hindus or vegetarians, Muslims, Jews.
- College staff should be aware of any religious sensitivities that may be needed to when visiting a home or dealing with first aid emergencies.
• Should any pupils or staff (or temporary / supply staff) who need a quiet space for prayer or religious observance, will be accommodated.
• College staff should ensure atheists / agnostics are not discriminated against for their lack of belief.
• College staff should ensure pupils/staff with a faith are not judged because they are deemed not to adhere sufficiently.
• College staff should ensure pupils are protected from bullying because of their parents’ expression of religion or belief (Mormons, Evangelical Christians, Kabbalah, Wicca)
• Awareness raising training on religion and belief will be provided where possible for any member of staff requesting such training.

EXCEPTION –
Political beliefs are not covered by the Act

Schools with a religious character (faith school) may be allowed to discriminate because of religion/belief in relation to admissions and access to services

Schools with a religious character (faith school) may give priority to pupils of that faith only when over subscribed

If there are free places schools with a religious character (faith school) are not permitted to refuse admission to a pupil not of their faith

Schools with a religious character (faith school) can allocate places to pupils of other faiths to reflect local diversity

Content of curriculum is NOT covered – delivery is.

3. Disability

• College staff should ensure they are aware of the relaxation of the definition of ‘disabled’.
• College staff should ensure they are aware of the overlap of pupils with special needs into disability under the equality Act and the definition of disability.
• The service or provision is physically accessible to people with mobility problems or wheelchair users.
• College staff should ensure parents with disabilities can access the school website.
• The service or provision is accessible to people with mental health difficulties. Parents or carers with depression/ OCD / agoraphobia/ AS.
• The service or provision is accessible to people with sensory impairment.
• College staff should ensure they know how to use an induction loop and where to get advice on providing communication in different formats.
• Disability awareness training will be provided where possible to staff requesting such training.
  And on meeting the needs of pupils or parents cares with specific needs due to disability or impairment.
• College staff should ensure pupils are protected from bullying due to their parent’s /carer’s disability (mental health / physical).
• College staff should ensure provision is made to assist disabled pupils needing aids to access the outside area at break time – even if it takes significantly longer.
• College staff should ensure reasonable adjustments and auxiliary aids are considered for pupils who do not have a statement and for whom responsibility lies with school.
• Staff and new staff should be offered awareness raising training on religion and belief.
4. Sex - male/female

- School should challenge gender stereotypes.
- College staff should ensure sports and extra curricular activities are made accessible to all pupils irrespective of gender.
- College staff should ensure they monitor gender imbalances in the uptake of extra curricular activities, subject and course choices, and careers, and take action to counter any imbalances.
- College staff should ensure the school takes opportunities to include role models in school to reflect a greater diversity. Predominantly female staff / male maths or science teachers/ female MFL teachers.
- Stereotypical and negative attitudes to gender should be challenged by staff and pupils encouraged to do so. Library resources, displays and websites are audited and updated to reflect changing attitudes to gender equality.
- Awareness raising training on gender equality will be provided where possible to any member of staff requesting such training.

EXCEPTION

It is not discriminatory to admit only one sex to a single sex school

Single ex schools CAN admit a small number of pupils from the opposite sex but cannot then discriminate unfairly once there (admit to cafeteria etc)

Can have single sex sport – less justifiable for younger children

5. Sexual orientation

Towards same-sex, opposite sex, both sexes

- College staff should ensure school makes representations of family life to include all kinds of makeup of family units not only making reference to dual parent, heterosexual couples with children.
- When talking to staff it should be easy for people to talk about their sexuality, when relevant, and it should not be assumed everyone is heterosexual.
- Pupils should be able to talk freely and discuss their emerging sexuality if it is relevant and teaching should not always assume all pupils are heterosexual.
- Colleagues in school or visitors to our school should feel comfortable about being ‘out’. The environment should not make them feel uncomfortable.
- Pupils or visiting pupils to our school should feel comfortable about being ‘out’. The environment should make them feel uncomfortable.
- Heterosexual young people and staff should be treated with sensitivity if they struggle with accepting all or any of the obligations towards lesbian, bisexual, gay or transgender people.
- Staff should treat lesbian, bisexual, gay or transgender adults and young people with dignity and respect.
- Homophobic language should be challenged by all staff including support staff and lunchtime staff. Training is given all staff to raise awareness of homophobia and strategies to counter it.
- Staff must express non-discriminatory views on carers regardless of their sexual orientation.
- Staff should be aware that bullying by sexual orientation must be treated with the same seriousness as race, sex or disability to avoid unlawful discrimination.
- No discrimination because of a pupil’s sexual orientation is permitted by a teacher due to their religious view.
- Pupils should be protected from bullying due to their parent/carer’s sexual orientation.
- Awareness raising training on sexual orientation equality will be provided where possible to any member of staff requesting such training.
- Considered incorporating sexual equality objectives into staff appraisal.
EXCEPTION

A teacher can express their personal view in an appropriate context of RE or PHSE lesson by answering a pupil’s questions but not in an adhoc manner

6. Pregnancy and maternity

- Staff should ensure that pupils are protected from bullying if they are pregnant or have recently given birth or are breast feeding.
- Staff should ensure that pupils are protected from bullying if their under 16 sibling is pregnant or have recently given birth or are breast feeding.
- Pupils will be supported with re-integration to a suitable education after 18 weeks maternity leave.
- Awareness raising training on pregnancy and maternity equality will be provided where possible to any member of staff requesting such training.
- Considered incorporating sexual equality objectives into staff appraisal.

7. Gender re-assignment

- College staff should be aware the Act takes a non-medical definition?
- Staff should ensure that transgender people are referred to with respect.
- Staff should ensure that bullying by gender reassignment must be taken equally as seriously as racism, sexism and disability discrimination.
- Staff should ensure that pupils are protected from bullying due to their sibling/parent/carer’s gender reassignment.
- It is rare for a young pupil to want to gender reassign but if a pupil is ‘questioning’ then staff should ensure that they supported sensitively.

Younger children who are gender variant may change their mode of dress and not seek advice or begin a medical process – nevertheless they are covered under the Act
Appendix 2: Equality Information

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

**Equality Information:**
We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

### Staff:

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>113 employees aged between 18-72.</td>
</tr>
<tr>
<td>Disability</td>
<td>Of 113 staff – 1.77% of staff record a disability. We ensure reasonable adjustments are made where possible.</td>
</tr>
<tr>
<td>Gender reassignment</td>
<td>No staff member. We would support any staff member undergoing gender reassignment.</td>
</tr>
<tr>
<td>Marriage &amp; civil partnerships</td>
<td>Figures change – we comply with our equality duty.</td>
</tr>
<tr>
<td>Pregnancy and maternity</td>
<td>Figures change – we comply with our equality duty.</td>
</tr>
<tr>
<td>‘Race’ / ethnicity</td>
<td>113 staff - 100% White-British</td>
</tr>
<tr>
<td>Religion and Belief / no belief</td>
<td>Staff gave information – Christian, Church of England, Roman Catholic, Independent Methodist, Church of Scotland, Atheist, Agnostic, no religion</td>
</tr>
<tr>
<td>Sex – male/female</td>
<td>113 staff - 70% (79) female 30% (34) male.</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>We support all staff members regardless of sexual orientation.</td>
</tr>
</tbody>
</table>

### Pupils

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>11-16</td>
</tr>
<tr>
<td>Disability</td>
<td>0.91 % of students record a disability.</td>
</tr>
<tr>
<td>SEN</td>
<td>0.5% Education, Health and Care Plan / Statement 6% SEN Support</td>
</tr>
<tr>
<td>Gender reassignment</td>
<td>We would support any pupil undergoing gender reassignment or questioning their gender.</td>
</tr>
</tbody>
</table>
### Equality Policy

**Pregnancy and maternity**
We are / would comply with our equality duty and have planned to deliver education on site if and when required or offer a place at the Pregnant Schoolgirl Unit, DCC.

**‘Race’ / ethnicity**
98% White-British 2% minority ethnic background.

**EAL**
1% of pupils are recorded with EAL.

**Religion and Belief / no belief**
Students comprise of Christian, Muslim, other and no religion.

**Sex – male/female**
986 students (January 2019) 48% (473) female, 52% (513) male.

**Sexual orientation**
We support all student members regardless of sexual orientation.

**FSM**
15%

**Post 16 (November 2017)**
89.2 % remained in full time education 7.6% training / employment with training

**NEETs (November 2017)**
2.5% are not in employment, education or training

**Vulnerable groups of pupils whose prior attainment may be different from that of other groups**
24 looked after children 5 alternative provision

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### Achievement Summary
(Data for 2013 to 2015 uses the legacy performance measures. A separate table will be used from 2016 onwards using the new performance measures)

<table>
<thead>
<tr>
<th>% of students achieving</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>5+ A*-C including English &amp; Maths</td>
<td>78%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Making expected progress from KS2 to KS4</td>
<td>English</td>
<td>Maths</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>81%</td>
<td>71%</td>
<td>85%</td>
</tr>
<tr>
<td>Achieving English Baccalaureate</td>
<td>14%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Capped APS</td>
<td>375.0</td>
<td>341.5</td>
<td>341.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2016</th>
<th>September 2017</th>
<th>September 2018 (unvalidated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress 8 Score</td>
<td>0.32</td>
<td>0.26</td>
</tr>
<tr>
<td>Attainment 8 Score</td>
<td>57.02</td>
<td>52.61</td>
</tr>
<tr>
<td>% Basics</td>
<td>80%</td>
<td>40.3% Strong pass, 71.1% Standard pass</td>
</tr>
</tbody>
</table>

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**Equality Policy**

Sedgefield Community College

12
We will update our equality information annually.

Appendix 3: Equality objectives

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

i. from the following data – internal student progress tracking, RAISE on line, and ADACCI statistics

ii. and from involving regular consultation with all stakeholders, the SENCO and specialist teachers and other relevant people including disabled people especially pupils and their parents.

The evidence was then analysed in order to choose objectives that will:

i. promote equality of opportunity for members of identified groups

ii. eliminate unlawful discrimination, harassment and victimisation, and

iii. foster good relations between different groups in terms of

   o ethnicity,
   o religion or belief,
   o socio-economic background,
   o gender and gender identity,
   o disability,
   o sexual orientation and
   o age.

Equality objectives

Promoting a greater understanding of socio-economic backgrounds, cultures and beliefs especially recognising that our school does not represent the full diversity of British society

To encourage a greater social conscience in our families especially with regard to those less fortunate

To promote a greater understanding of the needs of Looked After Children and therefore improving their attainment and opportunities

To improve the attainment of particular groups especially Looked After Children, Vulnerable Children, Free School Meals children and English as an Additional Language, to narrow the gap in their performance. Any additional vulnerable pupils or pupils from a minority group will be subject to this policy to ensure they reach their full potential.
Engagement with Stakeholders

The college engages with stakeholders in order to gather information which helps with the development of specific equality based improvement objectives. The following forms of engagement are used:

- Parental communications (parents / governors / students)
- Student / teacher notification
- All staff (bulletin / email)
- Website (equality section)

In order to develop appropriate objectives that strengthen the college’s approach to promoting equality, students / parents / staff are encouraged to contact the college with suggestions as to areas of provision that could be considered in the development of future objectives. To contact us please [click here](#).

We will update our equality objectives every four years and will publish progress on them regularly in our equality information.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage are more appropriate.