



SIMON LANGTON
Grammar School for Boys

Equality Information and Objectives

Document Owner	Assistant Headteacher Mental Health and Wellbeing
Document Issued/Last Reviewed	April 2019
Date Approved by FGB	2 May 2019
Governing Committee	Guidance
Date For Next Review	April 2022
Additional Information	3 Year Review

School Equality Statement

We aim for our students to strive for the best they can, both academically and socially. Therefore as a school we continue to build on success, analyzing all aspects of school life to enable us to be proactive in promoting equality. This approach aims to eradicate all elements of discrimination both hidden and direct.

Contents

1. Introduction and principles

- 1.1 Purpose of the School Equality Scheme
- 1.2 Relevant and proportionate
- 1.3 Participation
- 1.4 Setting our priorities

2. Action by the SMT

3. The working party

4. Information gathering

5. Impact Assessment

6. Implementation

7. Equality Policies

8. Publication and reporting

9. Review

1. Introduction and principles

1.1 Purpose of the School Equality Scheme

We recognise our duty to establish equality for all students, staff, other members of the school community regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duty to members of all these groups, but also to 'go beyond the call of duty' in promoting equality at the heart of our school community and in all aspects of our procedure, criterion and practices (PCP). We also seek to ensure that we apply the same principles to our work with other groups in our community.

Our SES draws together the duties under existing equalities legislation and enables us to achieve the following for all groups:

- promote equality of opportunity through vision, strategy and practice;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying;
- keep accurate records of bullying or harassment related to equalities and report as required to the Local Authority (LA);
- Promote positive attitudes;
- Increase participation in public life;
- Take positive action to meet needs and sometimes even if this requires more favourable treatment;
- Promote community cohesion;
- Narrow the attainment gap.

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.

1.2 Relevant and proportionate

In paying 'due regard' to the legislation and our commitment to equality, we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the relevance of equalities issues in relation to our PCP. This means we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on PCP that have the greatest effect on different stakeholders. We ask whether our PCP affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic impact assessment and increasing the participation of stakeholders.

1.3 Participation

Promoting participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different equality strands.

Our consultative groups include representation from the widest range of relevant groups that we can achieve.

The school involves stakeholders including students, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting.

The views of all stakeholders are genuinely taken into account when we set priorities.

1.4 Setting our priorities

The priorities for the School Equality Scheme are set in the light of:

- data collection and needs analysis to inform policy and action planning;
- views expressed by stakeholders that have been involved in the development of the scheme;
- consultation held widely as well as representation through the working party;

Our priorities are:

- to create an environment where everyone is given the opportunity to succeed and to reach their full potential.
- narrowing the attainment gap between members of groups covered by the School Equality Scheme and other students who are not members of those groups;

- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;
- improving the involvement of disabled students, staff and parents and carers;
- challenging race and gender stereotypes in subject choices and career advice;
- tackling bullying of students based on gender, disability, sexuality or poverty;
- employment and considering objectives to address the causes of any gender pay gap or differences between groups,

2. Action by the Senior Management Team

The governing body's duty to promote equality of opportunity and tackle discrimination is carried out by the Senior Management Team (SMT) through:

- raising awareness of our commitment to promoting equality within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad definition of disability within the DDA;
- working with trade unions to eradicate gender and age inequalities in employment functions;
- setting up the working party, with membership to include:
 - SMT member
 - Governor
 - Parent/carer
 - Staff representative
 - SENCO
 - Trade union representative(s), the Student Union
 - Associate members e.g. disabled pupils, school council reps, community / voluntary groups and minority ethnic groups;
- ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately;
- ensuring the school's development plan reflects our commitment to promoting equality.

3. Information gathering

Information gathering

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and tackle discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

Types of information to be gathered

The wide range of information gathered to support our planning and action to promote equality and tackle discrimination includes the following:

- identification of students parents, carers, staff and other users of the school representing the different equality strands to develop and help us monitor the scheme
- student attainment and progress data relating to different groups;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;

4. Impact Assessment

Impact assessment refers to the review of all-current and proposed PCP in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCP are developed in an increasingly inclusive and equitable way.

Screening PCP helps us know how much weight to give to promoting equality in relation to each policy and whether or not a full equality impact assessment is necessary.

Every new PPP will be drawn up with regard to the school's duties as described in this School Equality Scheme and the appendices, and will be subject to the process of impact assessment in relation to potential positive or adverse impacts.

5. Implementation

We have action plans for all 6 equality strands (see section 7) which ensures that we are taking action to fulfil both the general and specific duties of the relevant legislation and extend our practice through 'levelling-up' as described above.

Our action plans are incorporated into the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- Specified dates for impact assessment and review.

Our School Equality Scheme relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and our Community Cohesion Policy

6.2 - Religion and Belief

Our school catchment area is broad, due to the fact that we are a selective school. Our selection is based on academic potential shown through passing 'the Kent Test' or GCSE grades rather than post code.

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

6.3 - Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school.

We deal with complaints of discrimination and harassment and notify complainants of the outcome and actions taken.

Actions for our school:		BY when
<ul style="list-style-type: none">• How you propose to include realistic images of lesbian, gay and bisexual people and the contributions they have made to different aspects of the curriculum.	Covered by PSHE and Citizenship lessons as well as throughout the curriculum. The curriculum isn't altered to reduce the contribution made BY lesbian, gay and bisexual people.	Ongoing Ongoing

<ul style="list-style-type: none"> • How homophobic bullying, language and stereotypes will be challenged within the school. 	Anti Bullying Statement	Ongoing
<ul style="list-style-type: none"> • What resources (websites, DVDs, activities) you will use to raise staff and student awareness of their rights and responsibilities and the rights of others. 	Covered by PSHE and Citizenship lessons.	Ongoing

6.4 Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Actions for our school:		By When;
<ul style="list-style-type: none"> • Key objectives of the Health & Wellbeing strategy for the school. 	Tutorial System which includes 1:1 and small group sessions.	Ongoing
	Wellbeing Triage process , to enact support for each person identifies as have a potential wellbeing need.	Ongoing
	Staff and students have access to graded wellbeing support.	Ongoing

6.5 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and

limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Expand access across all communities and in all areas of school activity.

For our school to set out:		By When;
----------------------------	--	-------------

<ul style="list-style-type: none"> The review of your Race Equality Plan for 2019. 	As outlined in 7.5, this is our current policy as part of the 'Single Equality Scheme. The document will need to be looked at during Governors meeting.	April 2019
<ul style="list-style-type: none"> How you gather racial monitoring information. 	SIMS.	Sept 2019

Community Cohesion

We understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together.

For our school to set out:		By When;
<ul style="list-style-type: none"> How you build on what you are already doing – creating a sense of shared values. 	'Langton Lectures' Science Lectures Swimming: Local Schools. Local Residents Swimming Club	Annually Annually Daily 3 x week Daily
<ul style="list-style-type: none"> How you develop an understanding in children that they all have a responsibility to their shared future. 	Student Union. Student voice Tutorial System.	
<ul style="list-style-type: none"> How you emphasise mutual respect and honesty between different groups including children and teachers. 	Student Attend Parents Evening. Student meetings ie Eco council Strong Sports and after school activities offered.	Ongoing
<ul style="list-style-type: none"> How through the curriculum, you make visible to the whole school community the 	The 'Langton Curriculum' Top Ten Attributes. Differentiated Behaviour Management Policy	

necessity of fairness and trust	Three Strike System Learning Support System	
---------------------------------	--	--

7. Publication and reporting

The working party decides how best to publish the School Equality Scheme. The school provides a copy in a range of formats for those requiring it.

The school reports annually on the progress made on the action plans and the impact of the School Equality Scheme itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PCP.

8. Review

As part of the review of the School Equality Scheme, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the School Equality Scheme and action plans;
- using the impact assessments to ensure that actions taken have had a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being tackled effectively.

The review of the School Equality Scheme informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which then inform priorities.

Review Date: