



Chailey School

EQUALITY INFORMATION & OBJECTIVES POLICY

December 2016

Governing Committee Responsible:

Full Governing Body

Date Approved:

14th December 2016

Chair of Governors:

A handwritten signature in black ink, appearing to read "Judith Myles", with a horizontal line underneath.

Head Teacher:

A handwritten signature in black ink, appearing to read "Adele Key", with a horizontal line underneath.

Date for Annual Review of Objectives:

December 2017

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Equality Information and Objectives Policy

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1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Chailey School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise that these duties 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.

2. The Policy

2.1 Chailey School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

2.2 At Chailey School we are dedicated to promoting modern British Values which ensure that students develop a strong sense of social and moral responsibility. We prepare students for life in modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the Chailey School ethos. In addition these values are promoted at various times throughout the school year.

3. Our Ethos

This is a place where:

- The culture is highly aspirational and ambitious for excellence is all we do;
- Teaching and learning inspires and challenges every student;
- Children are prepared for their future;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- All students are expected to be hard working, ambitious, self-motivated, inquisitive, resilient and determined to excel.
- Everyone is encouraged to be part of and contribute to the community; and
- We encourage everyone to make healthy life choices.

4. Addressing Prejudice Related Incidents

4.1 Chailey School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the current set of overriding objectives for Chailey School.

Objective Group	Objective
Student Achievement	<ul style="list-style-type: none">• All students are assessed, monitored and tracked• Under-achievement is identified and appropriate intervention is applied• Students are able to participate in a full range of extra-curricular opportunities
Behaviour and Safety	<ul style="list-style-type: none">• Students respect one another• Students feel safe and valued• Students, staff and parents know that misconduct and gross misconduct will be challenged• Safeguarding children is everyone's responsibility and all staff understand the role they have in keeping children safe in education
Teaching	<ul style="list-style-type: none">• All students experience 100% 'good or better' lessons• A consistent and relentless focus by all on developing further, our culture of high standards of personal discipline, expectations, aspirations and ambition; enabling teachers to teach and students to learn and excel at Chailey School and beyond
Leadership and Management	<ul style="list-style-type: none">• The staff and governing body reflects the diversity of the Academy and the community• No students (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children• A nominated member of the SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents

5.2 Chailey School will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled students can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled students .

5.3 Chailey School Senior Leadership Team accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

6.1 We believe that promoting equality is the whole school's responsibility.

6.2 How does Chailey School 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, and foster good relations between people who share a protected characteristic and people who do not share it?

Chailey School does this by measures that include:

- (a) for students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- (c) SMSC, PSHCE, SRE, RE and other elements that contribute to Modern British Values within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support students with special needs or disabilities, and implementing the school's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of students or staff that have a particular characteristic.
- (h) ensuring that all staff and responsible adults, through policies and training are aware of their duty to keep all children safe, and to identify and support those children who are suffering or who are likely to suffer harm.

School Community	Responsibility
Chailey School Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from Chailey School in carrying out its day to day duties.

	<p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for students.</p> <p>Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated.</p> <p>Support colleagues within the Chailey School community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for Chailey School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the Chailey School's community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting Chailey School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by Headteacher on how students and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for Chailey School community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging Chailey School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

7. Chailey School's equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on students and staff with particular characteristics, Chailey School has established the following objectives for the period 2016/2017:

- (a) Progress 8 score of disadvantaged students to match or be within 5% of that for non-disadvantaged students
- (b) Value Added score of disadvantaged students to match that for non-disadvantaged students