



## Equality Policy & Statement

### Equality Act 2010 Guiding Principles

Tor Bridge High is committed to equality of opportunity and aims to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises informed choice

We believe that no-one should receive less favourable treatment on the grounds of: their sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, nationality, pregnancy or maternity status.

The purpose of this policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

In our school, we recognise that this applies to:

- Age
- Sex
- Race
- Disability which includes long term mental health conditions
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

The legal framework and other supporting policies

The following legislation informs our School Equality Policy:

- The Equality Act 2017 Equal Pay Guidance
- The Equality Act 2010
- Equal Pay Act 1970 (as amended 1983)
- Health & Safety at Work Act 1974
- Sex Discrimination Act 1975 and 1986 and 2006 amendments 2
- The Race Relations Act 1976, The Race Relations (Amendment) Act 2000 and Employment Equality (Religion or Belief) Regulations 2003
- Criminal Justice and Public Order Act 1994

- Disability Discrimination Act 1995 and 2005
- The Employment Rights Act 1996
- Protection from Harassment Act 1997
- The Human Rights Act 1998 and 2000
- The Employment Relations Act 1999
- The Part-time Workers Regulations (Prevention of Less Favourable Treatment) 2000
- The Special Educational Needs and Disability Act 2001
- Employment Equality (Religion or Belief) Regulations 2003
- The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
- The Employment Equality (Age) Regulations 2006
- Gender Equality Duty April 2007
- Ofsted Framework for Inspection (September 2013)

The school recognises that discrimination occurs when someone is treated unfairly or less favourably than another person. There are various ways in which discrimination can be said to occur under the Equality Act 2010:

- Direct discrimination: where an individual or group receives less favourable treatment with some unjustifiable reason because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity (all of which are considered “protected characteristics” under the Equality Act 2010).
- Indirect discrimination: applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.
- Discrimination by perception: (where a person is treated less favourably and is thought to have a protected characteristic even when they do not) is direct discrimination by the employer.
- Discrimination by association: (where an employer treats a person less favourably because of their association with another person who has a protected characteristic) is unlawful discrimination by association.
- Victimisation: occurs when an employee or prospective employee is treated badly because they have done something in relation to discrimination legislation e.g. raising a grievance or supporting a colleague doing so.
- Harassment: unwanted conduct on the grounds of the various protected characteristics under the Equality Act 2010 which violates a person’s dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident.

Tor Bridge High will not tolerate any form of discrimination or harassment from employees, learners or the public. To help Tor Bridge High in its equality work, there are a range of policies and procedures (see school policies)

### **Employment**

Tor Bridge High is committed to the employment policies and practices which support the professional development for every member of staff, including part-time, agency and supply. This also includes opportunities for professional development.

The aim is to create an environment where Governors and Employees:

- Apply equality and fairness in employment practices. All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment of need.

- Draw the attention of senior leaders or the appropriate trade union to suspected acts or practices which affect equal opportunities. The school will ensure that recruitment procedures are fair, honest and open. The school will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age. All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary.
- If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

### **Specific Employment Issues**

#### **Gender (including gender identity)**

The school is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy/maternity.

#### **Race (including, nationality, ethnicity, religion or belief).**

The School is opposed to any direct or indirect discrimination based on race, colour, religion, belief, ethnicity or national origin. There may be situations in the school, which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex or someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional and will be discussed with the staff in advance.

The school is opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender or appearance, ethnicity, national origins or religion/belief. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

#### **Disability (including long term mental health conditions)**

The definition of disability is "a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities". The impairment must have lasted or will last at least 12 months or last the rest of an individual's life. We recognise the value of employing disabled people within a working environment. The school is opposed to any discrimination against disabled people based on assumptions on their ability or otherwise to carry out the duties of a post in the school. All disabled candidates who meet the essential criteria for a post will be considered for short-listing. Usually the school will shortlist up to at least 3 candidates for any one job. Decisions on short listing will be based on the application form and letter only judged against the essential criteria only.

Provision will be made for adjustments to the working conditions or environment where this is practicable.

#### **Age**

The school is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment. All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school must not subject any employee to harassment that violates an employee's dignity, nor victimisation because they

have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

### **Membership of Recognised Associations**

The school also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation
- Professional Association

### **Dignity at work**

The school is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all line-managers and colleagues. Any person who fails to act in accordance with this principle will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

### **Training**

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development as identified through the annual performance management cycle. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall development plan and budget allocations. Equal Opportunities, Unconscious Bias and Disability Awareness training will be included when planning continuing professional learning for staff and governors.

### **Race Equality**

In line with the requirements of the Race Relations (Amendment) Act 2000, Tor Bridge High fully understands the need to take an anti-racist approach to race equality ~~promote racial harmony~~ and to plan opportunities for combating racism in our policies, procedures and curriculum.

We believe that our school must be a safe place for everyone and we are committed to the principles which:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity and good race relations

### **Tackling racial discrimination**

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

Allegations of harassment and discrimination based on ethnicity ~~will be reported to Plymouth City Council Local Authority and~~ will be investigated using the school's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. ~~Our procedure for dealing with~~ Racist incidents are recorded on CPOMS and reviewed termly. Everyone connected to the school will be made aware of how to record incidents on CPOMS through induction, regular training and feedback.

~~Racist incident monitoring form will be completed to help the school monitor incidents and take appropriate action,~~ with a summary of incidents being reported to the Governing Body and the Local Authority.

In the event of a member of staff being implicated the incident will be investigated in accordance with the school's procedure.

### **Promoting equality of opportunity and good race relations**

These aspects of our race equality work will largely be done through seeking out as many opportunities as we can to celebrate cultural diversity, promoting positive images and respect for our own and other communities, individuals and groups, and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality. In addition, Tor Bridge High will audit its policies and practices to identify areas of race equality for advancement/development and include this in school improvement planning.

### **Gender**

We believe that all students should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that learners achieve to their full potential. The school will examine its practices to ensure that learners are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Curriculum Teams are actively encouraged to plan together to break down stereotypical expectations, and include a balance of gender role models within their curriculum models. Through our continuing professional learning CPL and action research we will address these issues.

We will promote approaches which provide equality of opportunity, including:

- Taking account of the interests and concerns of all students by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising learners into groups
- Allegations of harassment and discrimination based on gender, transgender or gender reassignment will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence. The school's approach will adhere to the Gender Equality Duty (in line with the Sex Discrimination Act 1975) and take account with regards to gender identity of the Recognition Act 2004, Employment Equality (Sexual Orientation Regulations 2003 and Gender Recognition Act 2004).

### **Disability (including long term mental health conditions)**

Tor Bridge High is fully committed to the duties placed on schools in the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

Tor Bridge High accepts the definition of a disabled person as someone who has: “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

The Disability Discrimination Act 2005 identifies a number of conditions such as cancer, autism, HIV infection, multiple-sclerosis, depression, schizophrenia or bipolar disorder which are deemed to be disabilities from the time of diagnosis.

For many years the school has worked actively to promote positive attitudes towards ~~people with disabilities~~ disabled people and to encourage participation by disabled people ~~with disabilities~~ in the life of the school. In line with our duty in the Equality Act 2010 to advance equality, where it is evident, ableism will be challenged. We promote disability equality in our policies, procedures and curriculum even if this results in more favourable treatment within the parameters of “reasonable adjustment”; this policy details steps to help the

school meet these requirements, and further updates to this policy will be made as guidance is received.

We will consider the needs of all people in school including:

- Students ~~who may have a disability but not~~ who are disabled but have not got an Education, Health and Care Plan (EHCP) or be on any stage of special needs assessment.
- All school staff
- Governors.
- Professionals from other agencies.
- Parents/Carers.
- All visitors to school.

In addition, the school will ensure that discrimination does not occur and that disabled people will not be placed at a substantial disadvantage compared to people who are not disabled. We will seek to support all learners and employees with health conditions or chronic illness whether or not the Equality Act 2010 covers them.

We will ensure that our policies, in particular in relation to admissions procedures, do not place learners who have disabilities at a disadvantage.

The Headteacher will ensure that the school is audited for facilities and access for people with disabilities and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility, which is regularly updated.

Teachers will take specific action to enable the effective participation of disabled students by:

Planning appropriate amounts of time to allow for satisfactory completion of tasks

Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

The school's approach to disability includes its formal responsibilities within the Disability Equality Duty (in line with the Disability Discrimination Act 1995, amended 2005).

### **Roles and Responsibilities**

The general duties of the school in relation to equality of opportunity are the responsibility of all members of staff and people involved in working at the school.

Specific responsibilities should include:

- The Headteacher and SALT are responsible with the Governors for developing and monitoring of the school objectives arising out of this Policy.
- The Assistant Headteacher who is the designated person for coordinating the school's response to racist incidents will report onwards of racist incidents monitoring forms to the Local Authority.
- The Deputy Headteacher who is responsible for ensuring that induction and training in equal opportunities work is available to all members of staff.

- The Governors are responsible for monitoring and evaluating the success of the school objectives and effectiveness of the Policy.
- Staff who teach or support learners are responsible for anti-racist practice, and preparing learners for living in a diverse and increasingly interdependent society.

### **Tor Bridge High Objectives under the Equality Act 2010**

1. Achieve a positive overall score for progress for all groups of learners including boys/girls/FSM/SEND/Most-Able/EAL./LAC
2. Close the gap in performance between boys and girls progress in all subjects where gaps occur
3. Close the gap in performance between SEND Support Students and their Non-SEND peers.
4. Improve the progress of children on free school meals to match that of their academic cohort.
5. Improve the attendance of all students especially those in receipt of Free School Meals so that the attendance for all groups is in line with national at the very least.
6. Ensure the Work Experience and the Aspire Programme raises university and career aspirations for low income families.

### **Supporting equality at Tor Bridge High**

Awareness of issues surrounding equality and discrimination are raised and actively discussed throughout all of the key stages in the school. The social, moral, spiritual and cultural programme (SMSC) is designed to develop upon the central ethos of the school as a community in which its members respect each other.

Tor Bridge High pays due regard to its responsibilities under the Equality Act 2010 through the following actions:

There is an extensive range of activities which allow learners to explore the values and beliefs of others, develop their own personal values and beliefs, understand human feelings and emotions, investigate moral values and ethical issues and develop an understanding of how communities and societies function.

- Individualising learners' curriculums and develop flexible learning arrangements to support all learners in attaining their target grades.
- Weekly assemblies, which raise a wide range of moral and religious issues. The themes of the week focus on respect to other people's values and beliefs, thereby challenging all stereotypes, challenging sexism, racism, ableism homophobia, with the aim of advancing gender race, disability equality
- The development of integrated transition arrangements for new intake each year through discussions with parent(s)/carer(s). SENCO, D/HOS and primary school colleagues.
- Close monitoring of exclusion statistics by Head and Deputy Heads of School
- The use of external support agencies such as, Young Devon, School Nurse, Youth Service psychology Service, CAMHS, Communication & Interaction Team.
- The school provides opportunities for a wide range of local and International travel and exchange visits, throughout Europe and beyond.
- There are extra-curricular and out of classroom activities each year which focus on all aspects of the spiritual, social, moral, and cultural education of the learners, for example the Year 7 Faith Walk around the Barbican.
- There are extensive partnerships with outside agencies and individuals.
- To extend learners' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges and faith walks.

- All learners experience the RE Curriculum that explores their understanding of major world religions and allows them to reflect on the similarities and differences in beliefs of different cultures and develop an appreciation of cultural diversity.
- All learners and staff to commit annually to anti-bullying by agreeing to clear statements about how we want to be treated and treat others.
- The curriculum is planned to ensure all learners can develop their understanding of equality.
- The PSHE programme actively addresses discrimination on the grounds of gender (including gender identity), race, religion, sexual orientation, age and other criteria.
- Successful levels of fundraising and charitable activities in school have supported events such as War Child, Arterne Mental Health, 'Children in Need', 'Comic Relief and the charities 'Give a Child A Chance', 'Shekinah Mission' and 'Child Sponsorship in Gambia'.
- As well as collecting considerable sums of money the events have raised awareness for the learners of the moral and social issues that form the basis of the fundraising.
- All Curriculum Teams are actively working to close the gaps in progress and attainment of vulnerable groups.
- The Governing Body review all cases of racism, sexism and homophobia that take place in the school and the management of these incidents. An annual report is made to the Governing Body, which reviews the extent of 'due regard' paid to the regulations under the Act.

### **Monitoring and Evaluating the Effectiveness of the Policy**

A range of information, including quantitative and qualitative data, will be used. It will include:

Data from all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable):

- Student progress and attainment
- Student interviews during Curriculum Reviews
- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extracurricular activities
- Sanction and rewards
- Staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on educational provision and standards
- Consultation with parents/carers, learners, Governors

Data will be used to inform planning, identify priorities and to ensure the School's commitment to equal opportunities goes from policy to practice in order that we improve outcomes for all of our learners. The data from the above monitoring is to be produced and reviewed annually by the School.

Author: Mental Health Lead  
 Date: 17<sup>th</sup> September 2020  
 Review Date: September 2023