



SINGLE EQUALITY POLICY

This policy has been reviewed to ensure that it has no unintentional potential adverse impact on an individual or group of individuals because of their gender, ethnicity or disability and that all opportunities to promote gender, race and disability equality have been identified and maximised.

SINGLE EQUALITY SCHEME

1. INTRODUCTION

The School's commitment to equality and diversity is reflected in our values:

- Turves Green Boys' School strives to achieve success for its community;
- Students and staff will be treated with respect and consideration as individuals whose contribution to the School is recognised;
- Quality is at the heart of all that we do. In our pursuit of excellence we recognise that individually and collectively we can always improve. We are accountable for results;
- Equality of opportunity and the promotion of diversity is a commitment which all members of the school actively pursue;
- The willingness to contribute to and respond to change is fundamental to our success; and
- Clarity and openness of communication are essential throughout the school.

Similarly, Equality and Diversity are key to the achievement of each of the School's priorities:

- Increasing recruitment and improving student choice;
- Extending employer engagement; and
- Improving our capabilities

The Single Equality Scheme and Implementation Plan sets out how the School will fulfil its statutory duties to promote equality of opportunity and avoid discrimination, placing the promotion of equality and diversity at the centre of our work, both in fulfilling our remit for delivering learning and skills, and in our action as an employer.

The Scheme has been developed to ensure that it accurately reflects recent changes in legislation and the anticipated introduction of the Equality Bill in 2010.

A shared understanding of equality and diversity is a pre-requisite to the School's success.

Equality is defined as:

- Providing equality of opportunity for all regardless, for example, of gender, disability, ethnicity, age, sexual orientation, culture or religion.
- The removal of barriers that would otherwise prevent participation fully in society.

Diversity may be defined as:

- Recognising, accepting and valuing difference. Difference might relate to gender, abilities and disabilities, ethnic origin, age, sexual orientation, culture, religion or socio-economic group.
- Believing that difference shouldn't be a bar

The Scheme is intended to meet our duty to produce a race equality scheme, a disability equality scheme and a gender equality scheme and to meet the requirements for each of these.

It uses the common ground between the three to create a consistent approach, whilst ensuring that the distinctive requirements for the individual duties are also included. The Scheme subsumes our Race Equality Scheme, our Disability Equality Scheme and our Gender Equality Scheme and uses the work undertaken in preparing these.

The scheme has been revised to reflect the anticipated introduction within the Equality Bill of a requirement that existing duties incumbent upon public bodies to promote equality and eliminate discrimination on the basis of gender, race and disability be extended to include:

Age;

- Sexual orientation;
- Religion or belief; and
- Gender reassignment.

The Equality Bill will also introduce special provisions and regulations relating to pregnancy and maternity. In addition, the Bill places a responsibility upon the school to work to reduce socio-economic disadvantage i.e. disadvantages as a result of social class, family background, educational background and, aligned to that disadvantage, through associated issues of health, crime and housing.

The Act is also likely to place a responsibility upon public bodies to promote equality and diversity through procurement arrangements.

2. COMMITMENT

The school is fully committed to the active promotion of equality of opportunity in the provision of all its services and is firmly committed to the principle that all learners, members of staff and the community are entitled to equality of opportunity. In addition, in the case of disability, the school is committed to fulfilling its legal obligation to promote equality of outcome.

The school will encourage and support the development of a culture in which:

- people's ability to achieve their potential is not limited by prejudice or discrimination
- there is respect for and protection of each individual's human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in society, and
- there is a mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

Our policy reflects the broad range of issues connected with the school's mission to serve its various communities and the need to provide equality of opportunity to all its client groups. The policy covers equality issues both in employment and in service delivery.

We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ensure that all learners succeed and can progress in ways that match their abilities and aspirations
- be an organisation that harnesses the talents of all, and does not tolerate any form of discrimination or harassment.

We will judge our success by:

- our progress in improving participation, experience and achievement in areas where there is currently inequality
- building action for equality and diversity into our plans and delivering them
- a positive approach to equality and diversity among all our staff and their record in implementing this Scheme and the predecessor Race Equality Scheme, Disability Equality Scheme and Gender Equality Scheme
- the views of learners and staff on how well we and the system are doing
- our progress in recruiting a diverse workforce and demonstrating best practice as an employer.

3. LEGISLATIVE FRAMEWORK

The school will pay due regard to the relevant legislative framework, especially the Equality Bill which consolidates previous legislation including nine pieces of anti-discrimination legislation, circa one hundred Statutory Instruments and Regulations, guidance and Statutory Codes of Practice including but not limited to:

Age:

Employment Equality (Age) Regulations 2006

Disability:

Disability Discrimination Act 1995

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Statutory Code of Practice on the Duty to Promote Disability Equality 2006

Gender:

Sex Discrimination (Gender Reassignment) Regulations 1999

Gender Recognition Act 2004

Equality Act 2006

Work and Families Act 2006

Gender Equality Duty Statutory Code of Practice 2006

Sexual Orientation:

Equality in Employment (Sexual Orientation) Regulations 2003

The Equality Act (Sexual Orientation) Regulations 2007

Race:

Race Relations Act 1976

Race Relations (Amendment) Act 2000

Statutory Code of Practice on the Duty to Promote Race Equality 2002

Religion:

Equality in Employment (Religion or Belief) Regulations 2005

EC Framework Directive for Equal Treatment 2000/78/EC

Other:

Human Rights Act 1998

Protection from Harassment Act 1977

In particular, it will ensure that it complies with or exceeds its general and specific duties in relation to race, disability, gender, age, sexual orientation, religion or belief, pregnancy and maternity and gender reassignment and socio economic circumstance as follows:

Race equality: general duty

We will:

- eliminate unlawful racial discrimination
- promote equality of opportunity, and
- promote good relations between persons of different racial groups

Race equality: specific duties

We will:

- assess and consult on the likely impact of its proposed policies on the promotion of race equality
- monitor our policies for any adverse impact on the promotion of race equality
- publish the results of such assessments and consultation
- ensure public access to information and services that we provide

- train staff in connection with the general and specific duties, and
- review the policy every three years.

Gender equality: general duty

We will:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.

Gender equality: specific duties

We will:

- prepare and publish an implementation plan showing how we will meet our general and specific duties and setting out our gender equality objectives.
- consider the need to include objectives to address the causes of any gender pay gap.
- gather and use information on how our policies and practices affect gender equality in the workforce and in the delivery of services.
- consult stakeholders (that is, employees, service users and others, including trade unions) and take account of relevant information in order to determine our gender equality objectives.
- assess the impact of its current and proposed policies and practices on gender equality.
- implement the actions set out in our implementation plan within three years, unless it is unreasonable or impracticable to do so.
- report against the implementation plan every year and review the policy at least every three years.

Disability Equality: general duty

We will:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Disability Equality: specific duties

We will publish:

- information on we have engaged with disabled people in developing our policy and implementation plans
- an action plan setting out the steps we will take to promote disability equality and meet the general duty
- arrangements for gathering information about our performance on disability equality
- arrangements for assessing the impact of their policies on disability equality and ways to improve these when necessary
- details of how we are using the information gathered, in particular in reviewing the effectiveness of our implementation plan and in preparing subsequent plans
- a report containing a summary of the steps taken under our implementation plans, the results of our information gathering and the use to which we have put the information.

We will:

- take the steps set out in our implementation plans (unless it is unreasonable or impracticable for us to do so) and put into effect the arrangements for gathering and making use of information.

Age Equality:

We will:

- eliminate unlawful discrimination on the basis of age
- promote equality of opportunity regardless of age

In addition, we will:

- Support the training and professional development of our employees regardless of age

- Support employers in providing for the training and development of older employees
- Promote and encourage Post 16 and beyond statutory learning
- Monitor practices and procedures to ensure that we do not discriminate on the basis of age

Sexual orientation:

We will:

- Eliminate unlawful discrimination on the grounds of sexual orientation, including discrimination against lesbian, gay and bisexual staff and learners.
- Promote equality of opportunity regardless of sexual orientation

In addition, we will:

- Try to eliminate homophobic bullying and harassment through targeted support and programmes
- Include within training for staff and learners sexual orientation equality, including legislation and standards of behavior.
- Ensure that procedures provide for concerns about issues relating to sexual orientation to be raised and addressed

Religion or belief:

We will:

- Eliminate unlawful discrimination on the basis of religion or faith
- Promote equality of opportunity for those of all faiths and none

In addition we will:

- Collaborate with external religious and faith organisations to support the development of a multi-faith awareness for those of all faiths and none.
- Promote opportunities for prayer for those of all faiths and none
- Through teaching and learning encourage an understanding on the part of all students of religion and faith
- Actively encourage the development of a culture within which those of all faiths and none are valued equally
- Provide for the spiritual, moral, social and cultural development of students
- Celebrate the diversity of the college's and the local communities' cultural diversity
- Through partnership involvement contribute to the development of community cohesion within those communities that the school serves
- Where appropriate provide accommodation for students and staff to share religious experiences

Pregnancy and maternity:

We will:

- Eliminate discrimination on the basis of pregnancy and maternity
- Promote equality of opportunity for those that are pregnant and or on maternity leave

In addition we will:

- Raise awareness of teenage pregnancies and students' responsibilities in this process.

Gender reassignment:

We will:

- Eliminate unlawful discrimination on the grounds of gender identity, including the promotion of equality for transgender staff and learners.
- Promote equality of opportunity regardless of gender or transgender

In addition, we will:

- eliminate transphobic bullying and harassment
- take action to increase the visibility of transgender lives in education

- include within training for all staff and learners gender identity equality, including legislation and standards of behavior.
- ensure that procedures provide for concerns regarding issues relating to gender identity to be raised and addressed
- endeavour to consult with transgender learners as a part of the College's Equality and Diversity Implementation Plan
- where relevant include transgender learner issues within improvement programmes.

Equality and Disadvantage

We will:

- Provide and promote the opportunity for all students to participate, working actively to support social inclusion
- Prepare students to live and work within a diverse, multicultural society within which they are able to make a positive contribution
- Consult with students to provide opportunity for them to contribute to the development of provision that supports their needs
- Ensuring the school identifies vulnerable groups and takes action for success.

4. LEADERSHIP AND MANAGEMENT

The Governing Body

The Governors are responsible for:

- making sure the institution meets all its legislative duties
- making sure the Single Equality Policy and its procedures are followed

The Headteacher and Senior Leadership Team

- The Headteacher and Senior Leadership Team are responsible for:
- giving a consistent and high profile lead on equality issues
- promoting equality inside and outside the institution
- making sure the Single Equality Policy and its procedures are followed
- The Chair of Governing Body and Headteacher (and School Business Manager) will take overall responsibility for the policy, its implementation, monitoring and review

Senior Leadership Team

Senior Leadership are responsible for:

- putting the policy and its strategies and procedures into practice
- making sure all staff know their responsibilities and receive support and training in carrying these out
- following the relevant procedures and taking action against staff or students who discriminate for reasons of race, disability or gender

Governing Body – Staffing Committee

The Committee is responsible for:

- Coordinating work on equality and diversity
- Developing and implementing strategies to address any inequalities identified

All staff

All staff are responsible for:

- ensuring that they are aware of the school's statutory duties in relation to equality legislation
- eliminating discrimination that is unlawful
- eliminating harassment for reasons of race, disability or gender

- promoting positive attitudes towards all
- keeping up-to-date with equality legislation and taking up training and learning opportunities

5. CONSULTING STAKEHOLDERS

The school will seek to achieve improved outcomes for all by actively engaging those from protected groups in policy and decision-making activities.

To ensure that involvement will be accessible to all, a range of methods will be employed, including:

- Staff, parental and student satisfaction surveys
- consultation with discrete focus groups that include representation from a variety of groups
- existing consultation mechanisms such as the School Council, parental questionnaires, conversations, staff associations, parental Governors, PTFA

6. CARRYING OUT IMPACT ASSESSMENTS

Impact assessments of policies and procedures are being undertaken to ensure that school activities do not inadvertently disadvantage people because of their gender, ethnicity, disability, age, sexual orientation, religion or belief, pregnancy or maternity and that opportunities to better promote equality are identified and taken.

- All policies will be endorsed with a statement of their impact rating on particular groups, with key changes made to counter potential adverse effects clearly stated.

7. GATHERING AND USING INFORMATION

To identify areas where school is doing well and areas where more needs to be done to promote equality, information will be gathered to establish the effect of policies and practices on the recruitment, development and retention of employees and on the educational opportunities available to, and achievements of, student.

Student data will be collected and analysed on:

- Applications
- Enrolments
- Curriculum choice
- Transfers
- Retention
- Achievement
- Progress Reports
- Use of support services
- Withdrawals
- Satisfaction levels
- Incidence of bullying and harassment
- Complaints
- Exclusions

Staff data will be collected and analysed on:

- Pay and benefits
- Job types and areas
- Recruitment and selection
- Training and development
- Performance Management
- Grievances
- Sexual harassment

- Reasons for leaving
- Career progress

8. MONITORING AND EVALUATION

The Governors Staffing Committee will monitor the effectiveness of the Single Equality Policy, identifying areas for action to be incorporated into the annual Single Equality Implementation Plan. The Single Equality Policy will be reviewed and revised at least every three years.