

***Alder Community High School  
A Specialist Maths and Computing College***



***Single Equality Scheme  
(Reviewed October 2013)***

# Single Equality Scheme 2010 -2013

## 1. Legal duties

Alder Community High School recognises and welcomes its duties under the Equality Act 2010. We will work towards building a culture that values diversity and equality, by recognising and appreciating individual needs and differences.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

## 2. Aims and values

Alder Community High School is a welcoming school where everyone is highly valued and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of:

- Ability;
- Disability;
- Gender identity/reassignment;
- Race;
- Ethnicity;
- Religion or belief;
- Culture;
- Age;
- Social class;
- Appearance;
- Pregnancy and maternity;
- Sexual orientation.

Equal access will be given to those who:

- Have Special Educational Needs;
- Have difficulties in accessing the school's facilities or services;
- Speak English as an additional language;
- Have frequent moves and lack stability in life leading to time out of school or low attendance; are caring for others;
- Are from homes with low income and/or inadequate home study space;
- Have experienced bullying, harassment or social exclusion;

- Have low levels of parental support or different parental expectations;
- Have emotional, mental and physical well-being needs;
- Exhibit challenging behaviour and;
- are from minority ethnic groups including travellers, refugees and asylum seekers.

At Alder Community High School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We endeavour to promote positive relationships with parents, governors and members of the wider community.

**We aim to:**

- ensure that every member of the school community, regardless of ability or background, has opportunities to achieve the highest possible standards and the best possible qualifications for the next stage of their life and education;
- encourage all members of the school community to respect and celebrate diversity;
- develop a curriculum and resources to support all students' learning;
- provide equality of opportunity for all students;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

### **To achieve these aims we will:**

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- Maintain a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- respect the religious beliefs and practices of all members of the school community and comply with reasonable requests for religious observance and practice;
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- have high expectations of behaviour which will demonstrate respect to others.

### **3. Communication of Equality Scheme**

We will take active steps to communicate the principles of this Single Equality Scheme to all students, parents, staff, governors, partners, stakeholders, contractors and visitors to the school.

### **4. Responsibilities**

#### **The Governing Body**

It is the Governing Body's responsibility to:

- meet requirements to publish a Single Equality Scheme;

- ensure that the school complies with equality legislation;
- designating a lead governor to monitor the policy;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;

### **The Head teacher**

It is the head teacher's responsibility to:

- Give a consistent and high profile lead on equality and diversity;
- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's Single Equality Scheme

### **All Staff**

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;

- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## **Students**

It is the responsibility of all students to:

- respect others in their language and behaviour

## **5. Breaches of the policy**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and Local Authority as required.

If the perpetrator is a student they will be dealt with as per the Behaviour Policy.

If the perpetrator is a member of staff the relevant procedures in the Staff Discipline and Grievance policy will be instigated

If the perpetrator is another adult (parent, visitor, contractor etc) they will be reminded of the school's equality policy and any further breaches may lead to individuals being asked to leave the school premises. Serious incidents may need to be dealt with by the police.

## **6. Monitoring, Review and Quality Assurance**

- each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status
- in addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (e.g. lesson

observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusiveness.)

- the data collected is used to inform further school planning, target-setting and decision-making
- this policy will be reviewed annually and objectives reviewed every 4 years.

**October 2013**