



# Equalities Policy

## including Objectives

Company Secretary

Trust Finance and Resources Committee

### Review History

Reviewed	Determined	Cycle	Review	Notes
Aut-17	Aut-17	1	Aut-18	Adapted from Coopers Policy Aut-17



### Introduction

The Trust is fully committed to promoting Equality and Diversity.

We ensure that everything we do helps to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance the equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Trust is also fully committed to adhering to the SEN and Disability Code of Practice. All schools have duties under the Equality Act 2010 towards individual disabled children and young people. The Trust will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. Trust will be anticipatory – we will think in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

This policy has been developed in line with the School's values and principles. All employees are required to support the ethos of the School in their professional life and our policies reflect that requirement.

In summary, this policy covers the need for equality in respect of the following protected characteristics:

- Caste
- Gender
- Gender reassignment
- Disability
- Age
- Race, including ethnic or national background
- Sexual orientation
- Religion or belief
- Marital/ civil partnership status
- Pregnancy and maternity
- Caste

Eliminating discrimination on the basis of all these protected characteristics is the aim of the policy.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”. This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

### Equalities statement in the context of the School ethos



The entitlement to develop, learn and work in an environment free from discrimination is implicit in our School ethos, the core of which is the ultimate worth and dignity of every human being. No member of the School community shall suffer unlawful discrimination on the basis of gender, gender reassignment, disability, age, race, sexual orientation, marital/civil partnership status, religion or belief, pregnancy or maternity. Allegations shall be investigated and pursued in line with the School's grievance and discipline policy. The Schools recognise that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interest of securing sustainable equality of access and opportunity within the limit to what is allowed by law.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of School life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extracurricular opportunities and participation
- Admissions and attendance
- Curriculum and options
- Staff recruitment, promotion and professional development
- Employment policies and practice
- Partnerships with parents and communities

We are committed to:

- Actively tackling discrimination and promoting equal opportunities and positive attitudes
- Encouraging, supporting and helping all students and staff to reach their potential
- Working with parents and carers and with the wider community to tackle discrimination and to follow good practice
- Making sure that the single equality scheme is implemented and to monitoring its effectiveness in promoting equality.

## Responsibilities

### A. Trustees

Trustees are responsible for

- Making sure that each School complies with the provisions of the Equality Act 2010 and any other relevant legislation.

They achieve these broad aims by

- Promoting equality as an explicit aim in all School policies and ensuring it underpins all aspects of its work
- Ensuring that this policy reflects a belief in diversity that embraces individuals and promotes community spirit
- Ensuring that policies are developed through wide consultation in Schools and with the wider community
- Ensuring no student is discriminated against in the provision of services offered to students that relate to education
- Ensuring all job descriptions include a commitment to equality and diversity as part of their specifications
- Ensuring that all recruitment, employment, promotion and staff development policies and practice reflect the ethos of each School and requirements of equality legislation



- Incorporating equality targets into the School Improvement Plan to ensure all individuals and groups, regardless of protected characteristics, achieve their potential and make good progress.

### **B. Head teacher/ Head of School and Leadership Team**

The Head teachers and Head of Schools and leadership teams are responsible for:

- Making sure that the Equalities Objectives and Equalities information is published and that the governors, staff, students and their parents and carers and wider community know about it
- Ensuring that employment practices, including promotion and staff development are fair and non-discriminatory
- Making sure the Public Sector Equality Duty is carried out producing regular information for staff and governors about the objectives and how they are working, and providing training for them on the objectives if necessary
- Making sure all staff and governors know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and racial, gender or other discrimination because of a protected characteristic

### **C. All Staff**

All staff are responsible for

- Dealing with incidents of harassment based on protected characteristics and being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities positive attitudes, and avoiding discrimination against anyone on the grounds of a protected characteristic
- Keeping up to date with the law on discrimination and taking up training and learning opportunities
- Being aware of the importance of equality of opportunities and fairness as a staff body and drawing attention to any areas or events which may cause concern.

### **Monitoring**

Data relating to student attainment, progress and behaviour will be monitored against protected characteristics and targets set as appropriate. That data will also inform planning and decision making. Other data will be monitored, including for example, school trip take up, extracurricular activity participation, options decisions. The occurrence of incidents of discrimination will be logged. Any data relating to complaints or grievances regarding equalities or discrimination will also be considered. All of this data will be used to assess the impact of equalities policies and practice and working practices will be reviewed as necessary in light of the findings.

### **Assessing and reviewing policies**

All school policies are reviewed on the basis of a planned programme. Any that are relevant to equalities will be judged against their effectiveness in tackling unlawful discrimination, and promoting equal opportunities and positive attitudes. This policy shall be published as part of the Governors policy documentation and will be made available to any staff, student, or parent who requests it. Any breaches of this policy will be treated seriously and dealt with under the School's appropriate policy.



1. In line with fundamental British values, to promote a belief in freedom and individual liberty, democracy, mutual respect and tolerance of different faiths which are at the heart of our curriculum.
2. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, pupil premium students, students with special educational needs and disabilities, looked after children and students from different heritage groups.
3. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities especially students with special educational needs.
4. To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community, encouraging under-represented groups to join.
5. To review the reward and sanction data (including fixed term and permanent exclusions) for school and ensure that there is no bias towards any particular vulnerable group, and take action where necessary.
6. To continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
7. To continue to raise awareness of inappropriateness of homophobic, sexist and racist language.

### **Trust – Compliance with the Equality Duty**

The Trust is pleased to have an opportunity to show how we meet the Equality Duty. We take our responsibilities in this area of work very seriously and it is very important to us.

When we make decisions about a school we consider the three aims of the equality duty:

- how we eliminate unlawful discrimination, harassment and victimisation
- how we advance equality of opportunity
- how we foster good relations between all people

Equality and diversity is well managed and promoted within each School. It is actively promoted through school publications including the website, prospectus, staff handbook and through a wide range of activities for students.

### **Coopers School**

#### **Staff and student make up**

The ethnicity of our student population is broadly in line with the local community, with the largest group being White British (77%, 2016; 73.8% 2017 School, 77.4% London Borough of Bromley).

Staff ethnicity shows that there is a large percentage of White British staff – 87% 2016, 81% 2017.

Our student population has a larger percentage of male students (63.6% 2016, 57.4% 2017). This means that we work towards ensuring there is no gap in attainment between the girls and boys.

Our staff population is skewed in the opposite direction – 63% female 2016, 62.3% 2017.

The School makes use of performance data and benchmarking across all aspects of teaching and learning and targets support to underperforming groups.

Equality and diversity is incorporated in all staff and governor inductions, and training will be provided to all staff during INSET time.

### **Mead Road Infants**

At Mead Road Infant School, the ethnicity of our current pupil population indicates that the largest group is White British 69% Mead Road, compared with 77.4% White British in the London Borough of Bromley (Census 2011) and 70.4% nationally (2015).



Staff ethnicity shows that 100% are White British.  
Our pupil population is 51% female and 49% male.

Staff population is 94% female.

The school makes use of performance data across all aspects of teaching and learning and targets support to underperforming groups.

Equality and diversity is incorporated in all staff and governor inductions, and training will be provided to all staff during INSET.

### **Eliminate unlawful discrimination, harassment and victimisation**

Any form of discrimination, harassment or victimisation will not be tolerated in School. Our published Learning Charter and Behaviour Policies are the guides to how all members of the Trust Community live whilst in school, and are displayed in all classrooms and communal areas.

This includes our behaviour for learning policies which ensures that all students have a right to learn, and that teachers have a right to teach, and that any disruptive behaviour is dealt with fairly, quickly and calmly. It clearly outlines our expectations of every student, and in return, what can be expected of all staff.

The Learning Charter/ Policies also includes our anti bullying policy. The policy emphasises that we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our schools. We believe all forms of bullying hurt. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively. Staff must also feel that they are safe from discrimination, victimisation and harassment. We have regularly updated staff grievance procedures, and have active union representatives in schools.

Celebrating diversity also forms a key part of our curriculum. Students take part in a daily personal development (PPS) lesson and or assemblies. The themes in PPS/assemblies are wide ranging, but taken from the citizenship and RE curricula. Regular focus includes anti bullying fortnights, healthy relationships, black history month and becoming global citizens. Coopers is a Holocaust Beacon school and leads on the teaching of the Holocaust throughout the south east. In addition, we operate a 'words of the week' programme across the Trust where words such as tolerate, empathise, co-operation and responsibility are discussed and focused upon.

### **Advance equality of opportunity**

All students are warmly welcomed and taught in an environment that encourages them to be the very best that they can be

All student data is monitored closely, with a dedicated team responsible for monitoring each year group, and the vulnerable groups that it contains. Our target setting policy ensures that each and every child is working to and achieving their full capacity. Vulnerable groups are identified in every year group and their progress monitored by individual staff members, with action plans in place to ensure that each child is supported to reach their full potential.

Parental involvement is closely monitored in order to ensure that all parents are able to communicate fully with their school, and that barriers are effectively removed wherever possible. Attendance at parents' evenings is monitored and those who do not attend are followed up with letter, e mail, telephone calls or home visits. All parents receive newsletters, and the School websites are updated regularly with school events.



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## **Fostering good relations between all people**

Community Cohesion is a key focus at Trust, and this includes considering the entire School as a community. The student leadership programmes enables students voices to be heard and taken seriously with regular meetings of the Leaders with senior staff. As part of the PPS/ RE/ assembly curriculum, tolerance and diversity are taught and practiced.

Coopers shares a site with Marjorie McClure Special School. The two schools regularly work together on collaborative projects including trips, enrichment activities and student leadership. In addition, more able Marjorie McClure students attend selected lessons and learn alongside Coopers students.

The Trust works closely with the local community. Meetings with local residents are held termly, enabling schools and residents to work together on local issues and opportunities. We also host the Chislehurst Safer Neighbourhood multi agency meetings.

The schools actively and proudly support a number of charities.