

# POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	<b>EQUALITY AND COHESION POLICY</b>
Policy Reference	<b>SUAS.P.1512.EQU</b>

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education
Department responsible:	HR
Post-holder: ( <i>Title and Name</i> )	J McCormick – HR & Training Manager
LINKED PROCEDURES REF:	
Responsible Person - Procedures	

POLICY IMPLEMENTATION DATE:	January 2024
PLANNED REVIEW INTERVAL:	4 Years
PLANNED NEXT REVIEW DATE:	January 2028

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to [policy@stratfordschool.co.uk](mailto:policy@stratfordschool.co.uk).

## i. POLICY OUTLINE

This policy document outlines the school's commitment to equalities and community cohesion and our legal responsibilities in relation to equalities and diversity which are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
- Engender 'British Values' and community cohesion.

## ii. PURPOSE

All schools are required to meet specific duties to demonstrate that they meet the general duties of eliminating discrimination; advancing equality of opportunity and fostering good relations.

This policy confirms our commitment to meet these specific duties;

- Publish Equalities information – to demonstrate compliance with the general duty across its functions
- Prepare and publish at least one equality objective every four years
- Ensure the principles of British Values are applied throughout the curriculum.

## iii. IMPLICATIONS OF POLICY

Failure to comply with this policy could put the school in breach of its statutory responsibilities to eliminate discrimination, advancing equality of opportunity and fostering good relation

## iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Impact Assessment (EIA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

## v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Pastoral Committee).

## vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised and is thus an 'instruction manual' on how the policy outcome is to be achieved.

The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.

The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body unless the policy intent has been altered.

If there is significant change to the procedure element of the policy there may be a requirement to engage in the consultation process and refer to the Governing Body.

## vii. RELATED POLICIES AND PROCEDURES

- Anti-Harassment and Bullying Policy
- Disciplinary Procedure
- Grievance Procedure
- Safer Recruitment and Staff Appointment Policy
- School Curriculum Policy
- School Admissions Policy/Procedure
- Exams Policy

## viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author /Reviewer	Amendment(s)	Approval/ adoption date
11.15	JMC	Equality Policy and Community Cohesion Policies merged	December 2015

11.19	JMC/MDo/NJW	<i>Additional section on Assessment added and Curriculum section amended</i>	Dec 2019
12.23	JMC	<i>Reference to appointment to governing body Def. Community Edit Progress section to include all relevant P.C.s</i>	Dec 2023

## 1. Our Commitment

Stratford upon Avon School is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers. Under the general duties contained in the Equalities Act 2010 the school aims to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
- Ensure our actions establish 'fundamental British Values'

We seek to establish a sense of 'fundamental British Values and respect and appreciation of diversity throughout the school and within the curriculum. By this we mean working towards a society in which there is a common vision and sense of belonging by all communities; in which the diversity is appreciated and valued; a society in which similar opportunities are available to all.

Stratford upon Avon School believes 'Community' has a number of dimensions, these include:

- the school community – the pupils it serves, their families and the school's staff and governors;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- the global community – formed by European and international links.

This policy is intended to assist the organisation to put this commitment into practice. Compliance with this policy should also ensure that employees do not commit unlawful acts of discrimination. It is unlawful to discriminate directly or indirectly because of a protected characteristic;

- Age (for employees not for service provision)
- Disability
- Ethnicity
- Gender
- Gender reassignment,
- Maternity and pregnancy,
- Religion or belief
- Sexual orientation,
- Marriage or in a civil partnership (for employees)

Striving to ensure that the work environment is free of harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equalities in employment and the education of our students. The school has a separate harassment and bullying policy for students and an Anti - Bullying and Harassment procedure for staff, which deal with these issues.

## 2. Our Core Aims

To fulfil our commitment to Equalities we will be guided by our seven core statements:

1. All students are of equal value
2. We recognise, welcome and respect diversity
3. We foster positive attitudes and relationships, and a shared sense of belonging
4. We observe good equalities practice, including staff recruitment, retention and development
5. We aim to reduce and remove existing inequalities and barriers.
6. We consult and involve widely
7. We strive to ensure that society will benefit.

### **3. Public Sector Duty**

As a school providing a public sector service we are required to meet specific duties to demonstrate that we meet the general duties of eliminating discrimination; advancing quality of opportunity and fostering good relations. The specific duties are to;

- Publish Equalities information – to demonstrate compliance with the general duty across its functions
- Prepare and publish at least one equality objective every four years

To do this the school 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 provision as a school.

We will also ensure that:

- The principles of fundamental British values are applied throughout the curriculum.
- All Governors, Senior Leadership Team and managers are aware of the requirements of the Equality Act as specified in this policy and are fully aware of the implications of the duty when making decisions about their policies and practices
- There is a compliance with the Equality duty before and at the time that a policy is under consideration and a decision is taken and regard is given to the need to advance equality when a policy is implemented and reviewed
- Consideration of the need to advance equality is an integral part of decision –making process in such a way that it influences the final decision
- *This applies to all matters before the school governing body including appointments to the school governing body.*
- Any third parties exercising public functions on our behalf are required to comply with the duty.

### **4. Students**

#### **Processes**

Admission, attendance, discipline and exclusion processes will be fairly applied. We are a comprehensive school open to all who meet our clear admission criteria. On entry to the school students are placed in Tutor Groups, which are mixed in terms of ability/gender/race. For lessons students can be grouped according to ability or gender as appropriate.

#### **Curriculum**

Every school - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, language and ethnicity. The school is committed to delivering a comprehensive Equalities programme for our students across key stage 3 and key stage 4. As part of the SPHERE curriculum our students explore religion and belief, age, disability, sex, and relationships including issues related to LGBTQI, race discrimination, human rights and the rights and responsibilities which run alongside this. Lessons across the curriculum promote common values and help students to value differences and to challenge prejudice and stereotyping. The school's intent is to prepare students for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## **Progress**

Our school has a commitment to securing high standards of attainment for all students **regardless of their gender, ethnic background, socio-economic status, sexual orientation or disabilities**. Our priority is to ensure that all students are treated with respect and supported to achieve their full potential. The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

## **Assessment**

Our school has a commitment to enable all students access to a fair and equitable assessment process so no student is disadvantaged due to any protected characteristic. The identification, request and implementation of access arrangements, along with the overall conduct of assessments and exams, will ensure the needs of all students, whatever their protected characteristic, is catered for. (*Please see separate Exams Policy*).

## **Resources**

Any resources used to enhance learning should reflect the broad make-up of British Society. Teachers will challenge stereotypes whether based on race, religion, gender, disability or sexual orientation.

**Harassment and bullying:** (*Please see separate policy on Harassment and Bullying*) Harassment and bullying is not tolerated at Stratford upon Avon School. We will aim to deal with any incidents as soon as possible, recognising the serious nature of the incident. The College Leader will speak to any students involved and contact the parents/carers as appropriate.

Victims will be supported and reassured. Appropriate sanctions will be applied depending on the severity of the incident and repeated incidents will lead to the perpetrators/culprits(s) being excluded.

## **5. Staff**

### **Recruitment**

Stratford upon Avon School is keen to employ a diverse workforce throughout the school, on the basis of merit. We recognise the value of having a diverse workforce to act as a positive model for students and enrich the curriculum. The recruitment process will be monitored through voluntary completion of an Equality Monitoring form.

### **Promotion**

All staff will be made aware of opportunities for promotion and are equally encouraged to apply for promoted posts as appropriate to the essential qualifications and experience required for the job.

### **Training**

INSET training opportunities are available and suitable for all staff and will include topics related to equality and diversity and promotion of fundamental British values.

## **6. Community**

We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through exchange visits or other means, including the internet. Sharing facilities also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the students, ensuring that the student voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through our pastoral system, curriculum evenings, and family liaison work.
- Parents in Partnership work to support student outcomes.
- Community use of facilities for activities that take place out of school hours, including adult and family learning which supports provision for our own students as well as the local community.

## **7. Addressing prejudice related incidents**

This 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 fare less well in the education system. We provide both our students and our staff with an awareness of the impact of prejudice in order to prevent incidents. If incidents still occur we address them immediately and report them to the LA using their guidance material. Student incidents are monitored via BromCom and reported to the Quality of Education Committee. Staff related issues are monitored by Human Resources and reported to the Human Resources Committee.

## **8. Communication**

This policy will be on the school website and referenced in the Staff Handbook. The Governors' Quality of Education (with support from the Equality Group and Human Resources Committee) are responsible for the implementation and overall review of the policy.

## **9. Monitoring and Review**

This policy will be reviewed every four years (or sooner, if necessary, through new legislation or governor's request). The HR / Equalities Group are responsible for the implementation and overall review of the policy.

**Appendix - Responsibility** The school believes that promoting Equality is the responsibility of everyone in the school community.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the school's equality statement and objectives.
Head teacher	As above including; Promoting key messages to staff, parents and students about equalities and what is expected of them and what can be expected of the school in carrying out its day-to-day duties. Ensuring the whole school community receives adequate training to meet the need of delivering equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the head teacher as above. 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.
Teaching Staff	Help in delivering the right outcomes for students uphold the commitment made to students and parents /carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how students and parents/ carers can be expected to be treated. Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents / Local Community Members	Take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how students and parents/carers, staff and the wider community can be treated.