



THE BISHOP'S STORTFORD HIGH SCHOOL
Equality Policy

Date of last review:	<i>November 2019</i>	Review period:	<i>2 years</i>
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		Approval:	



TBSHS: A truly all-round education



The Bishop's Stortford High School

Equality Policy

Purpose

This policy is required to ensure that the school complies with current equality legislation. The school recognises that it has to make special efforts to ensure that all groups prosper within our thriving school community. This over-arching policy adopts a single approach to cover practice across the seven protected characteristics for school's provisions of the Equality Act 2010:

- 1 Gender
- 2 Race
- 3 Disability
- 4 Religion / beliefs
- 5 Sexual orientation
- 6 Gender Reassignment
- 7 Pregnancy and maternity

(age and marriage & civil partnership apply to staff only)

1 Gender

In dealing with male or female supervision or welfare issues, we ensure that appropriate measures are taken to ensure that, for example, female students are able to see female staff if required.

2 Race

The school actively discourages racial intolerance and formally deals with any issue of racial abuse or stereotyping. With students, a racist incident log is maintained with a member of the Senior Leadership Team (SLT) monitoring the data and taking appropriate action where necessary. For further information, see the school's Race Equality Policy Appendix 2 and the roles and responsibilities section below.

3 Disability

Our school welcomes all without prejudice and as such caters for a wide range of student and staff disability. With regards to student provision, please refer to the school Special Educational Needs & Disability Policy (SEND), Examinations Policy and Access Arrangements for Examinations document.

All incidences of disability discrimination will be recorded through a central log monitored by a member of SLT and appropriate action taken where necessary.

As an employer, we recruit solely upon qualifications, experience and personality. Recruitment measures ensure that we do not discriminate against gender race or disabled applicants. There are exceptions to this rule when there is a specific need for either gender, e.g. PE teachers and specialist Teaching Assistants.

In supporting staff at The Bishop's Stortford High School, we ensure that appropriate measures are taken for career development focuses on the person not their gender, race or disability. Provision is made through occupational health referral for staff who need additional support.

The school is compliant with the Disability Discrimination Act 2003 and monitors provision through its Accessibility Plan Appendix 3, Health and Safety Policy and the Facilities Committee.

4 Religion / Belief

The religious beliefs of both students and staff are upheld and a tolerance of different views and religious requirements are accommodated by the school. Whilst school policy is covered in our Collective Worship Policy, students are apprised of world religions as part of their curriculum provision.

5 Sexual Orientation

The school promotes understanding and respect of different relationships.

6 Gender reassignment

It is acknowledged that it is relatively rare for students, particularly very young students, to be in a programme for gender reassignment, but when a student does choose to go along this route, it is acknowledged that a number of issues will arise which will need to be sensitively handled. In order to best support the student, the school will request a meeting with the student and their parents. The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Student-related homophobic, biphobic or transphobic incidents are recorded through a central log monitored by a member of Senior Leadership Team.

7 Pregnancy and Maternity

The school is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

Age - staff only

As an 11-19 school, we aim to provide an excellent all-round education for our students providing academic and personal development appropriate to the age group concerned.

As an employer, we do not recruit or retain staff on the basis of age. The demographic profile of staff is monitored but this is purely for succession planning purposes.

Marriage and Civil Partnership - staff only

The school will not discriminate against a job applicant or employee or treat them less favourably than others because of marriage or civil partnership. Under the Equality Act, a person has the protected characteristic of marriage or civil partnership if they are married or have a civil partner. Any member of staff found to be discriminating on any of the seven strands may be subject to an investigation and potential disciplinary action in accordance with the school's Disciplinary procedures.

Roles and Responsibilities of Headteacher, other Staff and Governors

The **Headteacher** will ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity/equality and achievement.
- Promotes high expectations and positive attitudes towards all the seven strands mentioned previously.
- Listens to, and involves students, parents, carers and staff.
- Communicates behaviour expectations.
- Ensures that it welcomes applications for school places and jobs from all sections of the community.
- Ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on as required. All termly returns to the Local Authority on racial and homophobic incidents and anti-bullying will be submitted accurately and on time.

Governors and the SLT will actively monitor equality across the seven strands to ensure that school policies and practice do not discriminate, directly or indirectly, against any adult or student in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.

The **staff** will actively implement this policy and the equalities plan, and support the monitoring of impact.

The **Governing Body** will:

- Incorporate equality targets into the School Improvement Plan.
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- Use its power to nominate governors to ensure its composition reflects the community it serves.
- Encourage parents and staff from all ethnic groups when recruiting to the governing body.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.
- Review the issues arising from termly data returns submitted to the Local Authority and consider any actions or issues arising.
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The Governing Body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for Monitoring and Evaluation

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from senior staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences

1. Statement of Intent

The Bishop's Stortford High School aims to ensure that people are recruited, selected, employed and promoted on the basis of their abilities for the job. As befits its Christian ethos the Bishop's Stortford High School seeks to create an employment culture through its members, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences.

2. Objectives

The Bishop's Stortford High School will uphold its special obligations under laws and national collective agreements not to discriminate against employees or applicants for employment on any grounds including for example their sex, *age*, marital status, disability, race, colour, nationality, ethnic origin, religion or creed. It further seeks to ensure fair treatment, tolerance and opportunity to all on employment matters whether or not their personal circumstances and differences are covered by these formal categories.

3. Responsibilities

a) The Governors of The Bishop's Stortford High School through its Policies and Personnel Committee (with the Chairman of the Policies and Personnel Committee as Lead Governor) has responsibility for:

- Supporting, monitoring and evaluating the implementation of the Equal Opportunities Policy;
- ensuring that corporate employment policies are consistent with the Equal Opportunities Policy;
- providing advice on equal opportunities matters, including best personnel and management practices;
- ensuring that the school's recruitment processes and documentation are consistent with non-discriminatory objectives;
- ensuring that this policy statement is brought to the attention of all their employees and ensuring its implementation;
- ensuring that complaints are investigated and dealt with effectively.

b) The Headteacher has responsibility for:

- compliance with the policy at a practical level through his actions in recruitment and selection, training and development and general management;
- encouraging good practice and dealing appropriately with breaches of this policy.

c) All employees have a responsibility:

- to act within the law on equal opportunities in the areas summarised in this policy statement; and
- a contractual duty to comply with the policy statement as a whole and thereby ensure its consistent application on a day-to-day basis.

4. If you have a complaint

Existing employees of The Bishop's Stortford High School who feel they have been unfairly discriminated against in respect of their employment on matters relevant to this Equal Opportunities Policy should raise it in the first instance with their line manager or Deputy Headteacher. Failing a satisfactory resolution at this level the procedures for grievance may then be instigated.

Members of the public who may be concerned that their application for employment has not been dealt with in accordance with this policy statement, should raise their concerns in the first instance with the Headteacher.

Introduction

- 1.1 This Gender Equality Scheme sets out the framework which describes how the Governing Body of The Bishop's Stortford High School intends to fulfill its legal responsibility for implementing the gender equality duty under the Equality Act 2006. It is part of the school's overall policy on Equality and Diversity.
- 1.2 The general duties as laid down in the Equality Act 2006 require the Governing Body to:
- (a) to eliminate unlawful discrimination and harassment, and
 - (b) to promote equality of opportunity between men and women.
- 1.3 The specific duties, as set out in "The Gender Equality Duty and schools" published by the Equal Opportunities Commission, require the Governing Body to:
- Prepare and publish a gender equality scheme, showing how we intend to fulfil the 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 in formulating our overall objectives
 - Gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services
 - Consult stakeholders and take account of relevant information in order to determine its gender equality objectives
 - Assess the impact of its current and proposed policies and practices on gender equality
 - Implement the actions set out in its scheme within three years
 - Report against the scheme every year and review the scheme at least every three years

2 Principles

- 2.1 We recognise that:
- the successful implementation of our Gender Equality Scheme requires the commitment, involvement and active support of all governors, staff and volunteers.
 - everyone is entitled to dignity and respect in the workplace
 - discrimination, direct or indirect, based on a person's gender is unjust and it will not be tolerated.
 - job applicants must be treated solely on the basis of their merits.
 - we must provide equal pay for work of equal value.
- 2.2 We aim to:
- optimise the skills and potential of men and women.
 - provide flexible employment policies and practices that support effective work life balance irrespective of gender.
 - address the under representation of men or women in particular job categories and/or grades.
- 2.3 In setting objectives we will ensure:
- that all three parts of the general duty of elimination of discrimination and harassment and promotion of equality have been addressed
 - that the objectives can be realistically delivered
- 2.4 In setting objectives we will consider:

- The issues identified by the information gathering exercise
- How many women and/or men and what proportion of the workforce are affected by the issue
- What stakeholders think the priorities should be

3 Gathering information

3.1 The Headteacher will ensure that information that is relevant to promoting gender equality and eliminating discrimination is gathered and analysed. The analysis will also address other areas of potentially unlawful discrimination or harassment. The parameters of the information gathered and used will be reviewed on an annual basis but will be based on the criteria listed below which are drawn from The Equal Opportunities Commission document "Gathering and using information on gender equality".

Pay and benefits	Pay rates and performance related pay. Gender pay gap i.e. the difference in the average pay of men and women
Job types and areas	Types of job that staff are performing ('horizontal' occupational segregation) Staff working at different grades ('vertical' occupational segregation) Duration of employment at different grades for full and part-time staff Barriers to progression for male and female staff
Recruitment and promotion	Gender profile of applicants, short-listed candidates and staff appointed Gender profile of staff promoted
Working hours	Flexible working Staff in part time and full time work
Training and development	Staff training needs Staff applying for and undergoing training
Performance Management and Appraisals	Staff appraisal grades
Grievances	Staff raising grievances
Sexual harassment	Incidence of sexual harassment complaints Outcomes of sexual harassment complaints Staff undergoing training on prevention of sexual harassment
Disciplinary action and dismissals	Incidence and outcomes of disciplinary action Staff dismissed

4 Consultation

4.1 The Governing Body will consult and involve stakeholders on the scheme and the objectives) by:

- Circulating the draft scheme and objectives to all members of staff including teaching staff, support staff, cleaners/caretakers, and volunteers and representatives of recognised trade unions
- Where appropriate involving the local authority and local partners including other local schools.

- 5.1** *Annual reporting: The Headteacher will report to the Governing Body annually on the actions taken or intended to be taken to meet the gender equality duty.*
- 5.2** *The gender equality scheme will be reviewed at least every three years and a revised scheme will be published. The reviewing process will evaluate progress made towards the achievement of the gender equality objectives and in consultation with stakeholders, formulate priorities for the next three years*

see data attached in accompanying document

Rationale

The Race Relations Act 2000 gave public authorities a statutory duty to promote race equality. Its aim is to make the promotion of racial equality central to the work of public authorities, by encouraging a proactive rather than reactive approach.

TBSHS has a Christian ethos and rejects racism utterly as a denial of our shared humanity and seeks to promote amongst its staff and students respect and care across all races.

Responsibilities**The Governors are responsible for:**

- Making sure we comply with the race relations legislation currently in force.
- Making sure this policy and its procedures are followed:

The Headteacher is responsible for:

- Making sure that this policy statement is readily available and that governors, staff, parents and students know about it.
- Producing information about the operation of this policy for governors, and for providing training for them on it, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying them out.
- Taking appropriate action in cases of racial harassment and racial discrimination.

Staff, teaching and non-teaching, are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racial abuse and stereotyping.
- Promoting good race relations and avoiding discrimination against anyone on the grounds of race, colour, nationality or ethnic origin.
- Keeping up to date with their responsibilities under legislation and undertaking training as needed.

Students are responsible for:

- Maintaining good race relations and avoiding harassment or discrimination against anyone on the grounds of race, colour, nationality or ethnic origin.
- Reporting to staff any incidents of harassment or discrimination against anyone on the grounds of race, colour, nationality or ethnic origin.

Parents are responsible for:

- Supporting the school in the creation of an environment where everyone is valued equally regardless of differences of race, colour, nationality or ethnic origin.

Visitors and contractors are responsible for:

- Knowing and following our race equality policy

Specific Responsibilities

- Co-ordinating the education of race equality falls within the remit of the Deputy Headteacher – (Student Achievement)
- Co-ordinating and overseeing the response to incidents of racial harassment or discrimination falls within the remit of the Deputy Headteacher (Student Development).

We will deal promptly with reported incidents of racial harassment or discrimination.
This will be done through the school's discipline structure.

We will record reported incidents of racial harassment or discrimination on the student discipline record.

We will promote positive racial images and understanding through;

- Assemblies
- General studies/PHSE/Citizenship
- Curriculum subjects where appropriate

Monitoring our policy

We will monitor our policy by:

- Producing an annual report on the promotion of positive racial images and understanding through curriculum will be made to the Curriculum Committee of the Governing Body. This report will include reference as to whether students from ethnic minorities are performing less well than other students at TBSHS.
- Producing an annual report on incidents of racial harassment or discrimination and our discipline response will be made to the Personnel Committee of the Governing Body. This report will include reference as to whether students from ethnic minorities are behaving less well than other students at TBSHS.

Review

We will review our policy triennially through the Policies and Personnel Committee of the Governing Body.

Availability of the Policy

The policy will be included in the School Handbook.

Copies of the policy will be issued to all governors by the Clerk to Governors.

Reference to the policy will be included in the school prospectus and home school agreement

Reference to students' responsibilities will be included in the Code of Conduct and School Rules.

If required, the policy will be made available in special formats. There may be a charge for this service.

Breaches of the policy

Breaches of the policy are regarded as serious incidents of indiscipline.

Breaches of the policy by staff will be dealt with under the school's staff discipline procedure.

Breaches of the policy by students will be dealt with under the school's behaviour management policy.

Breaches of the policy by Governors will be dealt with by the Chairman of Governors as a serious breach of Governor protocol.

Breaches of the policy by contractors or visitors will be challenged by the school and if constituting a breach of law will be prosecuted.

The *Accessible Schools Initiative* required schools to set out a plan to increase over time their accessibility for disabled students, and to implement such plans. At TBSHS the plan is to improve accessibility for all groups of students.

Improvements to the physical environment

An audit of the school revealed the following general situation to pertain:

Approach & Parking

Vehicular access to the main entrance, as well as to the sports hall, pavilion and Jobbers Wood is relatively good. There is specially designated parking for the disabled at the front of the school and in the playground

Pedestrians have a narrow pavement up the slope alongside the drive to the main entrance but the steeper sports hall drive has none. Each has steep banks along most of their lengths making widening both difficult and expensive.

Routes & External Level Change

The playground and outside pathways are in reasonably good repair, level or gently sloping and of appropriate width with the exceptions of steps between the sports hall & gymnasium and the playground & tuck shop.

Entrances

Level entrances are available to most parts of the school. There are, however, single steps into the gymnasium area, lower Tee corridor from the Patio, the pavilion and science at the east door. The sportshall and Globe have three or more difficult steps.

Internal Movement

This is where the school's gently sloping site presents specific difficulties. There are three separate flights of steps along the main Tee corridor alone which form barriers between many parts of the school and the important areas of:

- Hall / Dining / Reception
- Maths and Humanities
- Learning Support / Computing

There are also steps down from Tee into Bastille lobby. Given the narrowness of the aforementioned steps it would not be safe to install ramps or stair lifts as these would impede the safe circulation of students at busy times and, in particular, in the event of an emergency evacuation.

The Churchill and Bastille towers have two narrow staircases between each floor with no feasible scope for the installation of a lift. The staircases to computing rooms 28 & 29, sixth form centre and the 'up' staircase to Newton are also difficult. Both pavilions have upstairs refreshment areas and balconies. The new two storey Music & Drama suite has a lift shaft built in.

It is also important to note that the main corridors are much too narrow resulting in overcrowding at lesson change and other busy times. The general layout of the buildings not conducive to a one-way system.

Doors

All the outside doors and many of those inside have closures fitted to meet fire regulations. This often makes them more difficult to keep open for easy access. Only the specially installed disabled door into the playground has delayed operation.

The majority of the outside doors which are double-leafed require both leaves to be opened to accommodate wheelchair access.

The vast majority of interior doors are of sufficient width to accommodate wheelchair access.

Lavatories

There are disabled toilet facilities in Turing, near the library, in both pavilions and the new Music & Drama suite.

None of the other toilets have modified facilities whilst two steps bar access to Churchill and Bastille toilets, although Bastille may be accessed from the playground.

Fixtures & Fittings

Light switches in all areas are fitted at 'standard' height. Science, technology and computing switches and controls are also at 'standard' heights as are sinks and taps in art.

Door handles are generally of a good size and shape for grip.

Information Controls

There are no specific 'information controls' issues.

Means of Escape

The majority of designated fire exits are level and present no difficulty. There are, however, single steps from the hall, gymnasium area, lower Tee corridor to the Patio (not designated a fire exit), the pavilion, room 22, sportshall, rear of library and science from the east door. The Globe has three steps.

Acknowledgement

This plan is compiled in the light of the guidance offered on the Hertfordshire County Council website, www.thegrid.gov.uk