



**Dame Alice Owen's School
SCHOOL POLICY**

SINGLE EQUALITY POLICY (SEP)

Agreed by the Governing Body Personnel & Remuneration Committee
To be reviewed
(*reviewed annually*)

May 2016
Summer 2017

To be monitored by the SLT and the Governing Body Personnel & Remuneration Committee

This Single Equality Policy (updated in Spring 2012, and reviewed in February 2015) builds on our previous Single Equality Policy in light of the Equality Act 2010. The policy shows how all stakeholders within the school community were involved in the process of writing the Single Equality Scheme, which comprises this Policy and a three-year Action Plan, both of which are reviewed annually.

This policy recognises the 9 protected characteristics in the Equality Act 2010, namely (1) Age, (2) Disability, (3) Ethnicity (Race), (4) Gender (Sex), (5) Gender Reassignment, (6) Marriage and Civil Partnership, (7) Pregnancy, maternity and breastfeeding, (8) Religion and Belief and (9) Sexual identity and orientation. Our school's Single Equality Policy and Action Plan also continue to show a commitment to Equal Pay, Flexible Working and inequalities of outcome resulting from socio-economic disadvantage, as well as relevant Dame Alice Owen's School context issues as stated in the Action plan.

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Introduction

DAOS welcomes its responsibilities under recent legislation to promote equality of opportunity for all staff, students, parents and other stakeholders. The Single Equality Policy (SEP) will aim to meet our obligations to promote equality and inclusion, and eliminate discrimination on all the grounds listed at the top of this policy. The legal framework for the SEP is in the Appendix.

At DAOS we are committed to ensuring equality of opportunity for all our students, their parents/carers and for staff. We believe that diversity is a strength and will work to address inequality and foster positive attitudes to diversity so all those who work, teach or learn here are respected and valued. We also expect all subcontractors who are accepted to work on the school site to agree to uphold the values of this Single Equality Policy.

To tackle discrimination in relation to the above-listed 9 protected characteristics, we shall operate within the current 8 definitions of discrimination with regard to the Equality Act 2010, as follows:

1. Discrimination by Association: where an individual is subject to discrimination because of their relation to someone who comes under a protected characteristic (except in the cases of marriage or civil partnership which are currently not protected from associative discrimination).
2. Direct Discrimination: where an individual is subject to discrimination because they come under a protected characteristic.
3. Indirect Discrimination: where one group of people is at a greater disadvantage than the majority as a result of a law or rule that is applied equally to everyone.
4. Discrimination on the grounds of Disability: where an individual faces discrimination on the grounds of any legally recognised disability they have.
5. Discrimination by Perception: where an individual is offended by a remark or action that is discriminatory, to whomever the discrimination is directed or no-one.
6. Harassment: unwanted conduct which is hostile, degrading, humiliating or offensive and has the purpose or effect of violating someone's dignity.
7. Third Party Discrimination: harassment which has occurred twice and the employer has not acted despite being aware of the harassment having taken place, and has subsequently taken no reasonable action to end the harassment.
8. Victimisation: treating someone unfavourably because they have taken or might take action under the Equality Act, or has helped / may help someone to do so.

Aims

The specific needs of all stakeholders in DAOS, individuals and groups, will be addressed. The SEP will identify priorities, not just to tackle discrimination but to be proactive in promoting equality and diversity.

Principles

1. All learners are of equal value



All our students have a voice and will be listened to and are encouraged to have a positive impact on change through the student Council, for example. All students have the ability to report concerns via the notnice@ email and are encouraged to live up to the school aim of a 'supportive community'. Underpinning that is our commitment to the Prevent Strategy and promotion of tolerant, positive British values.

2. Relevant differences should be recognised

Our policies, practices and programmes will recognise the different needs and experiences of all stakeholders under the 9 protected characteristics

3. Workforce development

Policies and programmes should benefit all stakeholders, in recruitment, promotion and in continuing professional development. Policies also reflect that staff have the right to request flexible working

4. Positive attitudes and relationships should be fostered

Mutual respect and good relations between people from different groups.

5. Society as a whole should benefit

Policies and programmes should foster greater cohesion and participation in public life and promote British values and support the Prevent Strategy.

6. Current inequalities and barriers to opportunity should be addressed and reduced

7. Policy development should involve widespread consultation and involvement

Especially with those who in the past have been excluded or disadvantaged and who may continue to face barriers.

How information has been gathered

- Differences in outcomes at the end of key stages
- Evidence of underachievement is identified
- Behaviour and exclusion data is analysed
- Attendance data is monitored regularly at all levels
- Participation in school activities is examined
- Analysis of application and appointments data, including internal promotions
- Consultation with all stakeholders

Leadership and Management

The Governing Body

The Governors are responsible for:

- making sure the school meets all its legal duties
- making sure the Single Equality Policy and its procedures are followed



The Head and SLT

The Head and SLT are responsible for:

- giving a consistent and high profile lead on equality issues
- promoting equality inside and outside the school
- making sure the Single Equality Policy and its procedures are followed

Middle Leaders

Middle Leaders 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 against any of the 9 protected characteristics and those additional characteristics identified as relevant to our school context

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

Consulting Stakeholders

The School will seek to achieve improved outcomes for all by actively engaging all stakeholders, i.e.

- students
- parents
- staff at the school
- governing body
- members of the wider community.

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

- staff and student satisfaction surveys
- discrete focus group sessions with parents, staff and students
- existing consultation mechanisms such as the Staff meetings and School Council

How information will be used

Key priorities will be identified and feature in the SIP and DIPs and will be reviewed annually. The Single Equality Action Plan will also be developed from the priorities arising out of the consultation and information gathering mechanisms outlined above. The key priorities for each year and progress made towards meeting each priority will be published publicly via the school's website and full details will also be available internally via the VLE.



How the impact of the SEP will be monitored/assessed

As a minimum the following will be analysed to assess the impact of the SEP:

- Attainment and progress by subject using assessment data
- The impact of 'catch-up' or booster classes
- Fixed term and permanent exclusions
- Attendance
- Option choices, careers advice, work experience, post 16 choices
- Free school meals, EMA numbers in KS5
- Reporting of Bullying and homophobic incidents
- Ethnic incidents reporting
- Complaints
- Participation—in school trips/educational visits, sport, music, school council
- Involvement of parents/carers
- Evidence of community cohesion

Progress and review of the SEP

The SEP replaces our previous policies and schemes related to race (now ethnicity), disability, gender and equal opportunities. We will report to the Governors' Personnel and Communications Committee on progress and update the scheme on an annual basis, revising our action plan in the light of significant policy developments, fresh evidence or new commitments.

Current priorities for the current academic year

- See the Action Plan for current priorities.

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Appendix

Legal framework

Race Relations Act 1976, amended 2000

Disability Discrimination Act 1995 – Disability Equality Duty — December 2006

Sex Discrimination Act 1975 - Gender Equality Duty - April 2007

Employment Equality (Sexual orientation) Regulations 2003

Equality Act 2006 — Age and sexual orientation

Duty to promote Community Cohesion (September 2007)

Human Rights Act 1998

Children's Plan - on disadvantage and entitlement

DCSF Developing the Equalities Agenda, 2008 and Beyond: The duties of schools and local authorities (February 2008)

Single Equality Bill (July 2009)

The Equality Act (October 2010)

Equalities Update for Hertfordshire Schools (Spring 2011)

Equalities Update for Hertfordshire (Spring 2012)



Table 1: Questions for which quantitative and qualitative evidence is required when current policies are being reviewed

<i>Key topics</i>	<i>Disability</i>	<i>Ethnicity</i>	<i>Gender</i>
<i>1. Outcomes for learners</i>	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are opportunities different for females and males, with some being disadvantaged?
<i>2. Recognising relevant differences</i>	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of girls' and boys' differing experiences? Or is a 'one size fits all' approach adopted?
<i>3. Benefits for the workforce</i>	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
<i>4. Attitudes, relationships and cohesion</i>	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between male and female? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?
<i>5. Benefits for society</i>	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?
<i>6. Positive impact on equality</i>	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between female and male that currently exist? Or do inequalities, for example in seniority and pay, continue?
<i>7. Consultation, involvement and accountability</i>	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both female and male? Or are the views and experiences of female or male not sought or heeded?

DCSF EQUiAs workbook adapted by DAOS as a model of good practice, from the Equality and Diversity Unit (EDU)

Jonathan Robinson, May 2016