



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

SINGLE EQUALITY POLICY

Agreed by the Governing Body Personnel and
Remuneration Committee

Spring 2022

To be reviewed
(*reviewed every year*)

Summer 2023

To be monitored by the Governing Body Personnel & Remuneration Committee

Preamble

As a school community we do not exist in a bubble somehow removed from the rest of society, but reflect the wide range of people, views, debates, and tensions that exist all around us. As we move into a post-pandemic world, we have a unique opportunity to reconsider who we are and who we want to be in the future as a school and as individuals. This policy helps us build on our past successes in tackling inequality and promoting tolerance and understanding, whilst recognising and addressing the unique additional challenges that have arisen from long periods of social isolation and the disruption to education that have been keenly felt recently. As a school, this policy will allow us to respond positively to social changes that are taking place across the world, so that all members of our community feel safe, valued, respected, and represented at Dame Alice Owen's School.

1. Aims

We know that discrimination of all types continues, and we are determined to do more to prevent it from happening here. As such, Dame Alice Owen's School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it through this policy

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated annually.
- Delegate responsibility for monitoring the achievement of the objectives on a day-to-day basis to the Headteacher.
- Ensure that the school reports annually to the Governing Body to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.

The Designated member of staff for Equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.
- Monitor success in achieving the objectives and report back to the Governing Body.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

All ITT trainees receive training on the Equality Act as part of their Professional Studies programme in Placements 1 and 2.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how students with different characteristics are performing to determine strengths and areas for improvement, implement actions in response
- Make evidence available to the Governing Body identifying improvements for specific groups as necessary
- Respond to issues raised by stakeholders regarding particular protected characteristics, identifying any issues which could affect our own students and act accordingly

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum at all Key Stages. This includes teaching in RE and PSHRSE, but also relevant activities in other curriculum areas.
- Holding assemblies and events dealing with relevant issues. Students will be encouraged to take a lead in such activities and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Working with our international links. This includes organizing school trips and visits to promote understanding between and learning about other cultures, and supporting our partner school in Tanzania.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups and makes reasonable adjustments and / or carries out a risk assessment as appropriate to the situation.

8. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish, (described in sections 4-7 above), at least every year.

This document will be reviewed by the Personnel Committee annually and is approved by the Personnel and Remuneration Committee on behalf of the Governing Body.

Accompanying this policy is an action plan which identifies the school's current equality objectives, actions and their impact. The action plan will also be presented to the Personnel Committee for scrutiny along with this policy document, annually.

9. Links with other policies

This document links most notably to the following policies:

- [Accessibility Policy](#)
- [Careers and Work Related Education \(CWRE\) and Information, Advice and Guidance \(AIG\) Policy](#)
- [Code of Conduct for Staff Policy](#)
- [Curriculum Package Policy \(including Teaching and Learning Policy and Assessment Policy\)](#)
- [Disciplinary Procedure Policy](#)
- [Moral and Spiritual Policy](#)
- [Policy to Safeguard Staff against Bullying and Harassment](#)
- [Positive Behaviour and Anti-Bullying Policy](#)
- [Relationships and Sex Education Policy](#)
- [SEND Policy](#)
- [Whistleblowing Policy](#)

Single Equality Objectives and Action Plan (2021 -2022)

Objectives	Rationale for choosing these Objectives in 2021-2022	Actions
<p>1. RACE: Tackling racism at the school</p>	<p>Student Voice (Spring/Summer 2021 and September 2021) has told us that the students do not always feel as valued, represented, or listened to as they should be</p>	<ul style="list-style-type: none"> ● Work with a trainer to ensure all staff receive anti-racism training September 2021 ● Under the direction of the specialist, train a number of teachers to deliver anti-racism training to all students ● Review the sanction for use of racist language in school, notably the N-word and its variants December 2021 ● Behaviour policy to be updated to include reference to Racist incidents December 2021 ● Deliver anti racism training to all students (by April 2022) ● All new Year 7s to receive this training as part of their induction to the school Ongoing each September
<p>Impact of Actions:</p>		
<p>2. GENDER IDENTITY: Supporting transgender students</p>	<p>Student Voice (September 2021) has told us that our non-heteronormative students still encounter distressing language at school and do not feel as valued, represented, or listened to as they should be</p>	<ul style="list-style-type: none"> ● Work with specialist organisations to ensure staff are educated and equipped to manage any unacceptable behaviour and language used between young people (regardless of their intent in using that language) October 2021 ● Revisit the PSHRSE curriculum to ensure students are well educated around all issues regarding sexual orientation so that students are well informed Ready for September 2021 ● Work with specialist organisations to educate students regarding the history of language and actions they have previously chosen to use as well as its negative impact February 2022 ● Train staff in different terms and symbols students may use

		to indicate to us their gender (and sexual) identity October 2021
Impact of Actions: Staff have now had the opportunity to explore and understand far more about race and gender and are better equipped and more confident to challenge upsetting and offensive behaviours as well as to recognise them (November 2021)		
3. GENDER: addressing gender stereotypes and harassment	Student Voice (summer / autumn 2021) and staff concerns re uniform and challenging appropriateness of dress code for female students in particular, as well as issues of inclusivity of uniform for Years 7 to 11 have led us to look at dress code for sixth formers, uniform for Years 12-13, and training staff on use of language when pulling students up on incorrect or inappropriate uniform / clothing at school	<ul style="list-style-type: none"> ● Review school dress code and uniform for students in all year groups in consultation with staff, students and parents November 2021 ● Introduce a modified school uniform for Years 7-11 and remove reference to separate boys' and girls' uniforms September 2022 ● Train staff on how to talk with students about inappropriate dress code, removing all reference to body parts and, with Sixth Formers in particular, replacing with language around appropriateness of clothes for readiness for a 'formal interview' September 2021
Impact of Actions:		
4. SEXUAL ORIENTATION: tackling (verbal) bullying	In response to Student Voice (September 2021) regarding the everyday experience of hearing distressing language directed towards non-heteronormative students at school and the perception that phrases like 'That's so gay!' go unchallenged we want to ensure staff are appropriately trained to manage and address unacceptable behaviour and language, and that students are also well educated around all issues re sexual orientation	<ul style="list-style-type: none"> ● Work with specialist organisations to ensure staff are educated and equipped to manage any unacceptable behaviour and language used between young people (regardless of their intent in using that language) ● Revisit the PSHRSE curriculum to ensure students are well educated around all issues regarding sexual orientation so that students are well informed ● Work with specialist organisations to educate students regarding the history of language and actions they have previously chosen to use as well as its negative impact

Impact of Actions:

Consultation will be carried out with staff, students, and parents during this academic year to establish objectives for 2022-2023.