



SINGLE EQUALITY POLICY

This policy reflects the Equality Act 2010 which harmonizes and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Race and Gender. Through this policy, LSA Technology and Performing Arts College will fulfill its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, gender identity and gender transitioning and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff, governors in addition to visitors to LSA Technology and Performing Arts.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- Disability;
- Race;
- Sex;
- Gender identity and transitioning;
- Faith, religion and belief (including lack of faith);
- Marriage and civil partnership;
- Sexual identity;
- Pregnancy and maternity;
- Age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. LSA Technology and Performing Arts College will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

LSA Technology and Performing Arts College's employment information is gathered and review in line with the Equality Act 2010.

Good Practice

1. We strive to achieve a cohesive community and expect that people respect one another and behave with respect to one another, and that parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. Through our policies and actions we undertake to ensure that every member of staff is safe at work and that we demonstrate concern for their wellbeing.
5. We log racist incidents and report them to the LA. We monitor and log all incidents of bullying in whatever form it takes.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles. These principles underpin the values set out in our Mission Statement (see Appendix 1).

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

Principle 2: We value and promote inclusivity

Valuing people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities should promote positive attitudes, mutual respect and positive interactions between people, not merely ensure an absence of inequality.

Principle 4: We observe good equalities practice in staff recruitment, retention and development. Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely

People affected by a policy or activity will be given the opportunity to be informed of the design of new policies and in the review of existing ones.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation all in the community.

Principle 9: Objectives

Each year we set specific and measurable equality objectives, based on our monitoring of this policy (see Appendix 2).

Roles and Responsibilities

1. The equality objectives for LSA Technology and Performing Arts College will be set out formally and are referenced in the Equality Action Plan. They will be reviewed annually.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.

Curriculum

1. Performance data will be evaluated by looking specifically at potentially disadvantaged groups and the results used to ensure that such groups are supported positively.
2. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
3. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above and will seek opportunities to promote the protected characteristics.

Staff and Governors

1. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver schemes for learning and lessons that reflect our Guiding Principles;
 - provide and analyze quantitative and qualitative data that supports better understanding of the performance of potentially disadvantaged groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - attend appropriate training that enables, LSA Technology and Performing Arts College to keep up-to-date with equality issues.

5. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

6. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying, discrimination or stereotyping is addressed immediately.

7. New policies and strategies are considered for their potential implications for equality before approval and revised if necessary as part of our regular Equality Impact Analysis.

Member of staff with Lead Responsibility for this policy: Headteacher
Governor with Lead responsibility for this policy: Safeguarding Link Governor
Approved by Governing Body in: October 2016
Policy due to be reviewed: October 2019

Appendix 1

Our School Mission Statement is:

“A learning community in pursuit of excellence”

Governors adopted this simple statement of the mission of our school because it reflects the values which are central to our work. These values are as follows:

- ***Learning is the main purpose of our school.*** Our students will be educated to be independent learners who take responsibility for their own learning. They will be able to research and critically evaluate information, they will seek and take advice and know how to learn effectively. Students will show that they are eager to learn and that they enjoy their life in school. They will be able to demonstrate that they are literate, numerate and creative and have the technological and life skills necessary for the future.
- ***People in our school community are to be treated equally and with fairness and respect.*** Students will have respect for themselves, for others and for their environment. Students will display leadership and the ability to work in teams. We welcome and value every young person, whatever their academic ability, ethnicity, religion, gender, sexuality or background. Our school represents and reflects the community it serves though we teach students to be positive role models and active citizens of the United Kingdom and of the wider world.
- ***Excellence is something all students and adults working in the school should aim for in every aspect of school life.*** Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning. One indicator of excellence is the academic achievement of our students. Our ambition is that all our students will leave school with at least 5 A* - C GCSEs or equivalent and post 16 results which will prepare students for their future and allow entry to their university or employment of choice.

Appendix 2

Equality Action Plan 2016-17

TARGET: To ensure that LSA Technology and Performing Arts College meets the principles set in the Equality Policy

IN 2016-17

| ACTION | PERSONNEL RESPONSIBLE | COSTS | SOURCE OF FUNDING | INSET REQUIRED | IMPLEMENTATION PROCESS AND TIMETABLE | SUCCESS CRITERIA: IMPACT ON LEARNING | MONITORING AND EVALUATION ARRANGEMENTS (what/who/how/when/to whom?) |
|---|-----------------------|-------|-------------------|----------------------------|---|---|---|
| Promote a culture of inclusivity through the curriculum | JGI/DDE | £0 | | Time in training schedule | <ol style="list-style-type: none"> 1. Audit the curriculum to identify opportunities to promote inclusivity to all students in age appropriate ways – JGI by end November 2016 2. Plan curriculum delivery to fill any identified gaps in provision - JGI/DDE; Dec 2016 3. Time for subject areas to plan and resource curriculum changes – Spring 2017 4. Implementation of curriculum – Summer 2017 | <p>All students experience a curriculum that promotes inclusivity</p> <p>Reduction in incidents of homophobic language and racist incidents</p> | <p>JGI report to SLT and Governing Body according to the timescale set here.</p> <p>Report to Governing Body through HDT report, Summer Term 2017</p> |
| Increase awareness of inclusivity to minimize ignorance | DDE | | | Training through Stonewall | <ol style="list-style-type: none"> 1. Support for individual students appropriate for their need 2. Training for staff to raise awareness of issues facing these students 3. Regular communication between DDE | All students, irrespective of gender or sexual identity will continue to thrive | Anonymized case studies produced by DDE of the support and impact for students |

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| towards students with an LGBTQ sexual identity or students with gender transitioning or gender fluidity | | | | | and pastoral and curriculum staff to identify needs of students. | | |
| Consult with and raise awareness with parents of our work in this regard | DDE | | | | <ol style="list-style-type: none"> 1. Share and promote this new policy with parents via our website (policy already available on website though insufficiently promoted) 2. Seek feedback from parents and other stakeholders on our policy (see Principle 6 above) | Parents and stakeholders are more aware of our policy and of the supporting actions planned by the school | Feedback from parents used to inform policy development and made available to Governors |
| Maintain our status as a Stonewall Champion School | DDE | | | | <ol style="list-style-type: none"> 1. Attend training events and conferences as appropriate – DDE on going 2. Champion our “Champion Status” with all members of the school community, inside and outside the school. | All stakeholders are aware of what it means to them to be part of a Stonewall Champion School | Status maintained. |

IN 2017-18

| ACTION | PERSONNEL RESPONSIBLE | COSTS | SOURCE OF FUNDING | INSET REQUIRED | IMPLEMENTATION PROCESS AND TIMETABLE | SUCCESS CRITERIA: IMPACT ON LEARNING | MONITORING AND EVALUATION ARRANGEMENTS (what/who/how/when/to whom?) |
|---|-----------------------|------------------|-------------------|----------------|---|--|---|
| Further development of the school site and facilities as needed | DDE/PWE | To be identified | School Budget | | Any future developments to the infrastructure that are required identified and planned for as appropriate (eg toilet and changing facilities) | Individual students are able to fully participate in the normal life of the school | Reports to Governing Body |

IN 2018 – 19

| ACTION | PERSONNEL RESPONSIBLE | COSTS | SOURCE OF FUNDING | INSET REQUIRED | IMPLEMENTATION PROCESS AND TIMETABLE | SUCCESS CRITERIA: IMPACT ON LEARNING | MONITORING AND EVALUATION ARRANGEMENTS (what/who/how/when/to whom?) |
|--------|-----------------------|-------|-------------------|----------------|--------------------------------------|--------------------------------------|---|
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