



DAVISON CE HIGH SCHOOL FOR GIRLS

POLICY AND MANAGEMENT DOCUMENT

EQUAL OPPORTUNITIES POLICY

Including Race and Gender Equality, Gender Reassignment and Sexual Orientation, Pregnancy or Maternity, Disability, Religion or Belief, Age and Social Inclusion.

NOVEMBER 2023

Our Vision is that at Davison Church of England High School for Girls, students are free to choose any faith or none, but as a Church school, we want our students and staff to live life in all its fullness and flourish as God intended. We reflect on what God has done for us through Jesus. We model his work through our Christian values. In our school we strive to reflect these values in the way we treat one another, conduct ourselves and care for those in our community and around the world.

This policy reflects our commitment to our vision to supporting every child and adult in our care.

At Davison CE High School, it is a prime aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Christian community, whose values are built on trust, friendship, thankfulness, hope, forgiveness and endurance. This outworks in the form of respect, love and care for all, as reflected in this policy.

Lead member of staff	TBC
Governor Committee	Full Governing Body
Chair of Governors signature	
Reviewed	November 2023
Next Review date	November 2026

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1 Policy Statement

Davison CE High School for Girls is an educationally inclusive school which serves the local community. We work to the principle that Every Child Matters, and extend that principle to our whole school community. Irrespective of race, sexual orientation, disability, gender identity, age, religion, economic circumstances and educational ability; all students have the right to be safe, healthy, enjoy, achieve, make a positive contribution and achieve economic well-being. The image of 'A Davison Student' is a powerful one which must embrace the diverse nature of the social context of the school. We will promote equality and prevent discrimination through our Christian duty to educate fully and by actively challenging potential discrimination, which could arise from the wide diversity within our community or beyond. We are fully committed to making every effort to combat discrimination, wherever and whenever it might appear. We will always seek to educate those, who discriminate, to hold more informed views on all aspects of equality.

2 Context

Davison CE High School for Girls is situated in East Worthing where the community is mostly White British heritage with English as the first language. There is a small, but increasing, number of families of minority ethnic representation, many of whom chose the school due to its single-sex nature. Our students are drawn from a wide range of socio-economic backgrounds. As a Church of England Controlled School, our admissions policy gives priority to practicing Christian families across Worthing and the wider locality. Staff are mostly classified, in terms of ethnicity, as White British, recruited from the locality. There is a wide range of additional needs, within our school, which are catered for via our SEND policy. The school is well resourced to cope with a very wide range of need.

2.1 Definitions of discrimination

Under the law there are different categories of discrimination and differences in the legal framework surrounding them:

These are

□ Direct discrimination is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

□ Indirect Discrimination in essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

□ Victimisation – treating a person less favourably because they have taken a ‘protected action’ in respect of discrimination, e.g. by bringing a complaint, giving evidence for a colleague who is making a complaint or claim using the Act or making an allegation that the school or someone else has breached the Act.– is also unlawful. This includes protecting students whose parents or siblings have carried out a ‘protected act’ from victimisation.

□ Harassment – unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law. The law of harassment now applies by association, for example it applies to you if you suffer harassment because your brother is gay, or because you care for a disabled person. The harassment does not have to be deliberate, and not knowing that you are harassing someone is not a defence against being held responsible for your actions.

The range of the policy is defined by the following legislation

The Equalities Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

The legislation in the table below, which informed the original policy, was superseded by the Equalities Act 2010 which came into force in October 2010. The new act draws all the previous legislation into one place and strengthens some aspects of the previous legislation. The list is retained here so that readers can be assured all aspects of discrimination are considered within our policy.

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995 , as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003 , as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003 , as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006

2.2 How to tell if someone is being discriminated against or harassed?

We have defined discrimination from the perception of the potential victim. Therefore, we define discrimination as any individual perceiving that they are being discriminated against or are the subject of harassment by others. All such cases will be investigated and, where concerns are judged to be valid, the school will act in line with one or more of our behaviour, anti-bullying or disciplinary policy. In an extreme case, the school would consult with the police or local authority as part of an investigation or in considering sanctions.

3 Stakeholders and Users

3.1 Policy Stakeholders

The stakeholders of this policy are:

The Governing Body

The Headteacher

The Leadership Team

The Lead Tutor team

Parents/Guardians

Students

Staff

3.2 Policy Users

The principle users of this policy are:

The Governing Body

Staff

Parents/Guardians

Students

Visitors

4 Aims and Objectives

The aim of this policy is to promote equality and prevent discrimination, victimisation or harassment in all forms, in every activity in which the school is involved and to eradicate discrimination, victimisation or harassment in all forms from every aspects of school life at Davison. For students in particular, we aim to achieve the five outcomes of Every Child Matters which are at the heart of our approach to care and guidance. For staff, we aim to provide a safe, healthy enjoyable place to work, where everyone is able to contribute positively to the achievements of the school and community.

Specific objectives we will strive to achieve are:

- Monitoring, analysing and responding to patterns in the numbers of reported bullying incidents.
- Survey results confirming happy students and parents with respect to student enjoyment of school life, feeling safe, supported and valued.
- Staff surveys show a staff who feel valued and motivated.
- Achievement data reflects achievement parallel with whole school or, at least, national comparisons for the identified groups. See school achievement data at KS3 and KS4. Where this is not the case; there is a robust plan in place to address this.

5 Detailed Guidelines to Implement Policy

The work towards this policy implementation falls into two broad categories: Promoting Equality and Preventing Discrimination.

5.1 Promotion of Equality of Opportunity

We actively promote equality of opportunity for every member of the school community and users of the school through the following activities:

- Organisation of the school into colour groups and families as the basic social structure of the school
- Accessibility Plan for the school
- Organisation of the curriculum
- The Content of the whole school curriculum including the Personal Development programme and assembly/colour time materials provided for teachers
- Student Voice through the work of the student council and the colour councils in supporting the review of the curriculum from the student point of view
- Staff induction programme
- School policies linked to the Equal Opportunities policy
- Staff Recruitment procedures
- National accreditations awarded e.g. Dyslexia Friendly School
- Equity and Diversity School Improvement Group

5.1.1 Racial Equality

Racial Equality is specifically promoted through activities in Colour-time, colour and year assemblies, RS lessons, PSHE/Citizenship, Library resources and through curriculum areas across the school.

5.1.2 Disability Equality

Disability equality is promoted generally as described in 5.1 above.

More specific examples of this work are found in PSHE programmes of study and are evidenced in making specific arrangements for any disabled student to take part in activities to the highest levels of inclusivity e.g. providing specially adapted resources for students with visual or hearing impairments.

5.1.3 Gender Equality, sexual orientation and gender reassignment

As a single sex school, the issue of Gender equality is mainly in relation to staff issues. The school works within the DfES guidelines and HR procedures as laid down by the local authority.

Our admissions policy is clear and does not allow for any discrimination with respect to sexual orientation. We ensure that lesbian students, the children of homosexual parents or homosexual staff do not experience different or less favourable treatment. We take homophobic bullying as seriously as any other form of bullying. (see anti-bullying policy). Anyone who has changed sex, is in the process of changing sex or who has indicated that they intend to change sex are also protected from direct or indirect discrimination or harassment.

We actively challenge traditional sexual stereotypes particularly those areas traditionally dominated by males e.g. through our Technology curriculum, through availability of ICT facilities, through provision of sports such as football, rugby and cricket. Sexuality is taught in Global Citizenship within a Christian context but all views are valued.

5.1.4 Religious equality

As a Church of England (Controlled) School, we hold acts of worship which are broadly Christian in content. However, students (and staff) of other religions are not excluded, indeed they are encouraged to attend. In line with statutory requirements, parents are able to request that their daughters do not attend assembly, or attend church services, and this is respected.

When moral issues are discussed, Christian values are promoted and discussion of other religious views are actively encouraged in exploration of the issue.

When staff are appointed, there is always discussion of their position regarding the Christian ethos of the school and their willingness to work within it, regardless of their own religious beliefs.

5.1.5 Pregnancy or Maternity

The school is committed to providing support for staff and any students who are pregnant or who may wish to return to school or work having given birth. Whilst we would support a member of staff or student wishing to breastfeed, we would expect arrangements to be so organised as to cause minimal interference to their own work and the work of colleagues/fellow students

5.1.6 Age equality

With respect to staff our recruitment policy does not discriminate on grounds of age.

5.1.7 Social Inclusion

The Davison family is a powerful vision for the whole school, which embeds the notion of social equality for staff, students and parents.

For students, we support social inclusion by sensitively dealing with financial difficulties to ensure that less privileged families are included in any curriculum activity requiring additional funding. We also support many families with uniform items. Some students are given financial support to travel to college or work experience placements or to take part in educational visits. For example, we would support the cost of a student travelling abroad with the school choir but would not support a student to go skiing

during school holidays. We do have an annual budget to support students' financial difficulties requests, in each financial year, up to the point at which this finite budget is spent.

5.2 Prevention of Inequality

The school prevents any form of discrimination by taking reported matters particularly seriously and responding quickly and sensitively to any discriminatory incident.

We actively prevent inequality in the following ways:

- Through our declared vision and aims
- Through positive behaviour management
- Through our uniform policy
- Through our referral and reporting systems including reporting of racist incidents
- Through our policy of Rewards and Sanctions (see Behaviour policy)
- Through the active encouragement of staff and students to challenge stereotypical attitudes and behaviours
- Through our system of staff training e.g. West Sussex Ethnic Minority Achievement Team training at staff meeting and of individual teachers on a specific programme
- Through our extensive academic monitoring and target setting procedures
- Through a raised awareness of the possibility of discrimination of identified groups within the school

We follow the county policy on reporting racial incidents. We work with groups such as EMTAS (Ethnic Minority and Traveller Achievement Team) in providing appropriate training for staff and appropriate responses to any incidents which occur.

Our Additional Educational Needs and Inclusion Policy targets potentially vulnerable groups of students.

We ensure that LGBTQ+ students, the children of LGBTQ+ parents or LGBTQ+ staff are not singled out for different or less favourable treatment. We take homophobic bullying as seriously as any other form of bullying. (see anti-bullying policy)

6 Additional Information

6.1 Roles and Responsibilities

A Governing body

The governors are responsible for:

- making sure the school has a policy in line with the Equalities Act 2010 and
- making sure the school's Equality Policy and its procedures are followed.

B Headteacher

The headteacher is responsible for:

- making sure the equality policy is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- making sure the equal opportunities policy and its procedures are followed;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and

- taking appropriate action in all cases of harassment, discrimination or victimisation

C All staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- ensuring that anyone who makes a complaint or claim of discrimination, victimisation or harassment is protected
- keeping up to date with the law on discrimination, and taking up training and learning opportunities

D Staff with specific responsibilities

The Assistant Headteachers for each Key Stage have overall responsibility for:

- coordinating work on equality. (Currently Head of KS3)
- dealing with reports of racist incidents. (Currently Head of KS4)

E Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following, our equality policy.

6.2 What to do if you feel you have been discriminated against?

6.2.1 For Staff

If a member of staff feels s/he has been discriminated against, victimised or harassed, s/he should speak to her/his line manager in the first instance, or the Headteacher.

6.2.2 For Parents/Carers

If a parent/carer feels that they or their daughter has been discriminated against, victimised or harassed, they should contact their daughter's Head of Key Stage or the Headteacher.

6.2.3 For Students

Any student who feels they have been discriminated against, victimised or harassed should speak to their Head of Key Stage who will seek support from more senior colleagues as appropriate.

7 Monitoring

7.1 How this policy will be monitored

Formal monitoring of student matters will be undertaken by the Headship Team and Governing Body. Reports on the outcomes of the monitoring will be reported to Governors by the Headteacher, through standards reports to Governors and through specific presentations on survey results.

The following information will be considered:

- Results of Parental Surveys
- The annual presentation of achievement data of identified groups within the school e.g. children in care, ethnic minorities, statemented students
- BROMCOM behaviour reports
- Racist incident records as they occur
- Informal discussions with staff, students and parents.

7.2 Date of next policy review

This policy will be reviewed in November 2023.

7.3 Change History

Date	Version	Author	Comments
14/6/2007	1	Della West Tony Davies	First Draft. Presented to Governors on 14 th June 2007 for discussion and amendment.
	2	Della West	Amended as result of Governors meeting 15 th June 2007
7/1/11	3	Della West	Amendments made to ensure policy is up to date regarding the change to the new Equality Act 2010.
28/2/14	4	Claire Jarman	Review and updating of policy
10/09/17	5	Chris Keating	Amendments to ensure recognition of LGBT students, staff and parents/carers in relation to the equality act 2010. Amendments to reflect changes to pastoral structures within the school.
21/09/20	6	Chris Keating	No changes, pending a full review of this policy in conjunction with our Equality & Diversity Lead.
17/11/2023	7	Chris Keating	Clarification of vision and additional emphasis on staff inclusivity within the policy. This policy is likely to be amended further, prior to the normal timescale, as a result of an audit into equity and diversity across the school.