



Sale
Grammar
School

SGS Single Equality Policy 2007-2010

Line Manager : I Wilson
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Printed copies of the Single Equality Policy & Action Plan are available from the School reception and access to the policy can be also be via the School website.

Large print copies, Braille and other languages can be arranged on request.

Having read this document any feedback would be most welcome, please reference correspondence “Equality Policy”



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Vision & Values of Sale Grammar School

Our vision is that providing equal opportunities for students and staff is central to effective education provision. Sale Grammar School firmly believes that positive steps must be taken to overcome inequality and to promote genuine equality for all students and staff.

Our school believes every individual, irrespective of their colour, culture, ethnic origin or any other difference has a unique and valuable contribution to make to our school community. Our aim is to enable all students to reach their full potential within a supportive learning environment, providing opportunities for all to participate and achieve in every aspect of school life.

Sale Grammar School is dedicated to the removal of all barriers that discriminate against anyone wishing to be involved in the life of the school. The National Curriculum statement on inclusion emphasises that we must set suitable learning challenges for all pupils, respond to the diverse needs of each pupil, overcome potential barriers to learning and assessment. In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

To this end the school has already made considerable progress with online and accessible resources in E-learning provision, developing and encouraging different learning styles and making adaptations to the physical environment of the school.

However, the school action plan acknowledges that, as with many other public authorities, we must seek further improvement so that we can achieve true equal opportunity and inclusion for all.



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Roles and Responsibilities

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with issues relating to equality;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Assistant Head teacher (Inclusion) is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.



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Definitions of discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

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 a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination: 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.

Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

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.

The Disability Equality Policy

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan for increased access to education for disabled pupils.



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This policy seeks to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. This will be achieved by:

1. Increasing the extent to which disabled pupils can participate in the school Curriculum
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. Improving the delivery of information to disabled students, which is provided in writing for pupils who are not disabled

The Disability Rights Commission has written and produced a code of practice on the Disability Equality Duty for the public sector.

This new duty was introduced in the Disability Discrimination Act 2005 and came into force in all secondary schools on 4th December 2006.

The Disability Equality Duty requires Sale Grammar School to address:

- The way in which disabled people have been involved in the development of this policy.
- Arrangements for gathering information and reviewing current policies and plans.
- Steps which the school will take towards fulfilling its general duty - the Action Plan.
- The school's arrangements for putting to use the information gathered, in particular in reviewing the effectiveness of its Action Plan and reviewing this policy.
- Impact assessment on policies and practices on disability equality and where improvements can be made.

Much of the detail of the Scheme is contained within the Action Plan, which is a working document subject to review, and revision as progress occurs. The school will publish this Scheme and report on the Action Plan on an annual basis. The Policy to be reviewed at least every three years.



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2. Disability Equality Duty DED

The Disability Equality Duty requires that schools actively look at ways of ensuring that disabled people are treated equally.

The Law now requires schools to be proactive in ensuring that disabled people are treated fairly.

This Duty is not just about changes to buildings or adjustments for individuals, it is about including equality for disabled people into the culture of schools in practical and demonstrated ways.

This means including disabled people and disability equality into everything from the outset, rather than focusing on responses to specific disabled people.

It is for all public authorities including schools to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination from taking place.

Outline of the Disability Equality Duty.

The requirement of a public authority (including schools) when carrying out their functions is to have due regard to:

- Promoting equality of opportunity between disabled and other people.
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people in public life
- Taking steps to meet disabled peoples needs even if this requires more favourable treatment.

3. The DES Working Group.

The Policy has been developed by a working group consisting of the Head Teacher, the Business Manager responsible for premises and financial planning, the Assistant Head Teacher responsible for Inclusion and member of the School Improvement Group, together with input from disabled students and members of the local community.



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4. Identifying main priorities.

Priorities have been identified through the processes of audit of the premises, taking the views of disabled stakeholders into consideration, and examining the attainment and attendance information of identified groups.

5. Involving Disabled People in developing the Policy.

The views of disabled students attending the school were taken into account. Much work has already been done in response to the requirements of disabled students currently on role. The views and recommendations of all those disabled who contributed were considered vital to assessing and increasing accessibility.

6. Gathering information on disabled students, school policies and plans affecting the disabled (students, parents, staff and members of the community)

Information about the school population and disabled students attending the school is available to faculties annually as part of the medical list. The presence of disabled students and the patterns of their participation and achievement will be evaluated regularly along with the views of disabled members of the local community and disabled students currently on roll.

In order to find out how the school is currently performing on disability equality the following information & documentation was reviewed.

Information about the nature of the school, its strengths and weaknesses in ensuring access for disabled students including:

- Accessibility Plan December 2004. Governors' committee responsible: Premises committee –Equal Opportunities.
- Disabled Access Report 2006-7. Officer responsible: Site Manager.
- Risk Assessments for Health & Safety policy.
- School policies where equality is integral to their success e.g. attainment progress and assessment, teaching and learning, SEN, Health and Safety, Recruitment and Selection, Behaviour and Rewards, Admissions and Anti-Bullying.



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Site survey

The school premises are surveyed every three years by the Local Authority who then produce the Asset Management Plan which is used to prioritise and plan for repairs. Additional surveys to calculate and assess the suitability and sufficiency of the accommodation are carried out by the Local Authority in conjunction with the school. The school has been surveyed twice in the last 5 years by officers from the Local Authority to identify specific adjustments necessary to accommodate students with mobility difficulties, all recommendations have been implemented. All planned maintenance & repairs is carried out in accordance with the DDA.

7. Recruitment, development & retention of disabled employees.

Included in the Action Plan is how information will be collected on disabled employees, with regard to numbers and roles by working with the local authority. This information will be analysed and used to identify areas of improvement to enable the school to become a disability friendly employer more representative of the local community.

8. The Action Plan. (See attached)

The Action Plan will be reviewed, subsequent schemes developed and appropriate actions taken following the:

- i. Analysis of student progress (including outcome data for exams and key stage outcomes) and subject choices, then identifying which curriculum areas should be prioritised.
- ii. Analysis of subsequent site survey reports and disabled student interviews to identify barriers both physical and systemic.

9. Impact assessment methods.

The actions identified from information gathered in section 4 will enable the school to make informed decisions when prioritising actions to be taken.

A process of review and revision of policies relating to disabled students, employees and other disabled users of the school will take place annually and during the course of the school's three year self evaluation cycle. Information on disabled student involvement, progress and subject choice be reviewed



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annually and compared with earlier data. Site survey will take place annually together with a review of premises plans and progress reports will be provided to the governors.

Data on disabled employees before and after implementation of the Policy will be analysed.

The Action Plan is a working document where the Assistant head (Inclusion) will:

- Record what progress has been made to show effectiveness of the Policy,
- Note where outstanding actions are still required which need to be included in subsequent plans and prioritised.
- Feed into the SEF: consulting stakeholders.

Action Plan to address the disability equality duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	(see also Accessibility Plan) Ensure participation in school trips – transport, shower chair, sleeping arrangements, extra bedding, as required.	PW and group leaders	07	08	Pupils attend activities as a matter of course.
	Work experience – self placement support offered, H and S rules applied to all by hosts e.g. use of machinery.	PW	07	08	
	Provision of information in alternative formats where requested for example, homework, timetable, teacher feedback/marking,	All staff	Ongoing		



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	<p>notices, tests and examinations</p> <p>Provide curriculum opportunities which show the value of disabled people.</p> <p>Review parent's evening arrangements to ensure equal access.</p>	Curriculum Leaders	Yr 7 2008	All years 2010	
ii. Eliminate unlawful discrimination	<p>Review all existing policies to ensure compliance and then annually assess the impact of the duty on these policies.</p> <p>Views of disabled people are taken into account, understood and barriers identified.</p>	<p>SLT line managers with responsibility holders.</p> <p>School Council, each subject area.</p>	<p>Ongoing</p> <p>Ongoing</p>		
iii. Eliminate harassment related to disabilities	<p>Review statistical data on achievement to identify areas where the disabled are underachieving or under-represented and act on advice from stakeholders and agencies to address issues.</p>	IW/MM	Ongoing		
iv. Promote positive attitudes to disability	<p>Publish, promote and provide training on disability policy.</p>	IW/PB	2008	2010	



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<p>v. Encourage participation by disabled people</p>	<p>Installation of appropriate equipment – ICT hardware, wheelchair access.</p> <p>Stakeholders involved in compilation and review of action plan.</p> <p>All school feedback surveys to include equality questions.</p> <p>All materials to be accessible eg – font size 12 point min, large print 14 point min (RNIB), - website info to be easily navigated and understood by the target audience.</p>	<p>Senco/LA</p> <p>IW</p> <p>All staff</p> <p>SCR/School Office</p>	<p>When required</p> <p>Ongoing</p> <p>Ongoing</p> <p>2007</p>	<p>2010</p>	
<p>vi. Take steps to take account of disabled people's disabilities</p>	<p>(see accessibility plan)</p> <p>Doors to be reviewed for accessibility and fitted with devices to enable easy opening and slam proof.</p> <p>Curriculum activities take account of disabilities.</p>	<p>Development planning</p>			
<p>Other actions required (please list)</p>	<p>Provide an educational environment where students, staff, parents and members of the community have access – see accessibility plan and also provision of variable height furniture in timetabled rooms, consistent lighting in</p>	<p>Development planning</p>	<p>07</p>	<p>2010</p>	



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	rooms and corridors, ensure that areas are free of obstacles on the floor, fire alarms to include flashing lights, foyer reception desk to be accessible and welcoming, further increase carpeted areas to absorb sound.				
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5. Accessibility Plan,

See below

6. How policies and practice are monitored

Stakeholder surveys and questionnaires

Annual Departmental Plans

School monitoring cycle

LA services, such as specialist teacher advisers, SEN specialists and health professionals.

7. How information gathered is used

To inform training programme

To inform departmental action plans and the school development plan

To provide areas of focus for school council and cross curricular teams

To amend and progress the Disability Equality action plan

8. Staff development

A series of events for adults to raise awareness of Equality issues –

Literature circulated, all adults to receive a written policy, inset for all adults on the duty to promote and the definitions of discrimination.

Governors Curriculum Committee to scrutinise policy and then present to full governors.

9. Annual reporting in relation to the Action Plan, linked to the School

Development Plan, all stakeholders will be kept informed about the policy and how it is working as follows – pupils will be made aware through the school council noticeboard; parent information will be included in the newsletter and



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website, and employees through the meeting and staff development cycles

10. The next disability equality plan in 2010 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date

Accessibility Plan

Improvement Work

Date	Location	AMP Ref	Works Carried Out	Cost / Funding Stream
July – Aug 2003	Marsland Road Site	Adj Circ11 102	<ul style="list-style-type: none"> • Installation of automated doors • Installation of “magnetic locks” to all corridor doors linked to fire alarm system. • Alterations to kerbs. • Installation of “closimat” toilet and hoist in disabled toilet. • Purchase of 3 height adjustable “veritec” desks 	LA Access Fund
2004	Marsland Road Site	n//a	<ul style="list-style-type: none"> • 2 Alpha Smarts for use in SEN 	Tesco Vouchers
July 2004	Marsland Road Site	Circ 001 Adj 091 & 094 Adj 089 Circ 074	<ul style="list-style-type: none"> • Installation of new entrance doors (appropriate width for wheel chair access) at main entrance and improvement work to external ramped access. • Installation of new entrance doors (appropriate width for wheel chair access) at pupil entrance. • Installation of new entrance doors (appropriate width for wheel chair access) • Installation of new entrance 	Devolved Formula Capital Fund £20,000

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Date	Location	AMP Ref	Works Carried Out	Cost / Funding Stream
			doors (appropriate width for wheel chair access)	
2005	Marsland Road Site	n/a	<ul style="list-style-type: none"> 2 Alpha Smarts for use in SEN 	Tesco Vouchers
2005	Whole School	n/a	<ul style="list-style-type: none"> Purchase of Ranger Outpost Software and associated licence to enable pupil and staff access to curriculum network from home. 	£900 p.a.
Aug – Dec 2005	Marsland Road Site	Circ 051 180/181 Adj 030 Adj 030	<ul style="list-style-type: none"> Installation of new doors and ramped access to Key Stage 3 quad. Conversion of cleaners store and staff WC to disabled toilet (Technology Block) Replace double doors with single leaf door and speed adjusted closing mechanism. Installation of ramped access to entrance (main route for students access / ingress between block A and block D) 	LA Access Fund
Jan 06 to Sept 07	Whole School	n/a	<ul style="list-style-type: none"> Improvement in communication and teaching and learning through the development of Staff Intranet, Student Intranet and Governor Intranet, e-mail and on-line booking and fault reporting systems. 	In-house through ICT staff
May to Sept 2007	Marsland Road Site		<ul style="list-style-type: none"> Provision of new ground floor science lab to enable access to specialist science facilities for Chemistry, Physics and Biology across all key stages. 	LA Access Fund
July – Sept 2007	Marsland Road Site	057 – 061 139 – 147 050 - 161	<ul style="list-style-type: none"> Refurbishment of science labs & prep rooms to allow fully inclusive access within specialist labs and participation in teaching & learning across all key stages Ground Floor First Floor Second Floor 	Devolved Formula Capital £130,000



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Planned Improvement Work

Date	Location	AMP Ref	Works To Be Carried Out	Cost / Funding Stream
Feb 2008	Marsland Road Site Claremont Centre	Main Car Park	<ul style="list-style-type: none">• Provision of 2 designated disabled parking spaces adjacent to main hall (elevation)• Provision of 1 designated disabled parking space adjacent to main entrance .	£2 – 3,000 School budget Share

Reviewed Oct 2007.
J Buonocore



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The Race Equality Policy

Sale Grammar School is committed to:

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all staff reach their potential;
- Working with parents, guardians and the wider community to tackle racial discrimination
- Making sure the race equality policy and it's procedures are followed.

The Curriculum

All staff take responsibility for implementing this policy and fostering an atmosphere of mutual respect and trust. The taught curriculum challenges racism and promotes cultural diversity by ensuring,

- The curriculum will provide common learning experiences for all pupils regardless of ethnic background and is broad, balanced, and differentiated in order to meet all pupils' needs;
- Schemes of Work in each subject will reflect school policy and aim to extend the understanding of the policy. Heads of Department are responsible for implementing good practice and their work is monitored their Senior Leadership Team line manager;
- Teaching is designed to raise pupils' self-esteem through an appreciation of all cultures;
- Textbooks, other teaching resources, displays, materials kept in the School Library and Schemes of Work are reviewed on a regular basis in order to ensure that they reflect cultural differences and the contributions which have been made by different cultures;
- In those cases where English is their second language, pupils are encouraged to use and study their mother tongue and to seek external examination accreditation in that language.



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Tackling discrimination through monitoring.

All schools have specific duties to assess and monitor the effects of their policy on pupils, parents, and staff from different racial groups:

- Staff monitoring information is collated on appointment, and records are updated annually
- Equality is integral to policies on Assessment, Behaviour, Admissions, Attendance, the Curriculum, and Professional Development.
- It is the responsibility of all staff to recognise harassment when it happens and to take steps to eliminate it using agreed procedures and reporting the incident for monitoring.
- Pupils' attainment and progress is monitored by ethnicity annually by Heads of Dept, any disparities are identified and included in subsequent departmental development plans to address these disparities.

Racist Incidents

The Macpherson Report defines a racial incident as:

“Any incident which is perceived to be racist by the victim or any other person.”

Examples of such racist incidents include:

- Physical assault on account of colour, race, creed, culture or ethnic background;
- Racist graffiti;
- Wearing racist insignia;
- Bringing into school racist materials;
- Incitement to racist harassment;
- Racist remarks.

Such incidents not only damage social relations and harmony within the school community and affect a pupil's quality of education and attainment but can also lead to conflict between groups of pupils.

Further examples and possible strategies for dealing with such behaviour are attached as an appendix.



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Support for the Victim

- The victim will receive immediate attention from a member of staff in an attempt to reduce distress;
- At an appropriate moment, a member of staff will explain any action taken and to express the attitude of the institution towards racial harassment the victim will have the opportunity to express his/her own concern and feelings;
- The member of staff will seek to identify the physical and emotional support needed by the victim;
- The victim will be kept fully informed of the outcome of the school's response to the incident;
- In serious and recurring cases of racial harassment, the school may seek additional support from external agencies.

Reporting and Sanctions

In the event of a racist incident, as for all incidents of discrimination, Sale Grammar School will follow the Behaviour Policy; applying sanctions, involving parents, investigate motives in order to eliminate prejudice and if deemed appropriate, reporting the incident to the police for further action.

- All incidents of racial harassment must be reported to Mr I Wilson, Assistant Head and then recorded as a Racial Incident;
- The records are kept in such a way that they provide clear details of each incident reported, the person(s) involved, any sanctions imposed, follow up with the victim and other action taken;
- The Headteacher is required to provide the Governing Body and the LA with regular information about incidents of racial harassment and of the school's response to them;
- The school monitors the Racist Incidents on a regular basis in order:
 - to acquire a full and clear picture of the frequency and nature of incidents of racial harassment
 - to measure the effectiveness of the school's policies
 - and to establish a statistical base for monitoring incidents of racial harassment.
 - inform staff training.



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Action Plan to address the General Duty to promote race equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Equality standing item on dept agenda	HOF	07	08	Faculty minutes
	Promote equality through the implementation of revised Programmes of study.	HOD	08	09	Schemes of Work
	Analyse nominations for termly achievers, target levels/grades, and the award of commendation points.	IW/MM	07	08	Spreadsheet
	To ensure different kinds of achievement will be recognised through assembly topics, the visual arts, gifted and talented activities and summer schools	IW/JB	08	09	Attendance records
	All parents encouraged to become involved with school through PTA, parents gateway and communications home.	DW	08	09	Website/Parents gateway use, termly letters, PTA minutes.
	Vacancies will continue to be externally advertised to attract the widest pool of applicants. Job and person specifications to be used for short listing and interviewing to avoid discriminating unintentionally.	DW	Ongoing		



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	Website and displays in the learning environment to promote equality.	SCR/J B	07	08	Display policy, website pages.
	Training to promote pupil's self esteem and an appreciation of all cultures.	PB	07	10	Inset records
ii. Eliminate unlawful discrimination	Definitions of discrimination included in inset to enable staff to deal with incidents of racial harassment.	IW	07	08	Inset records
	All staff encouraged to challenge stereotypes and create an environment where all pupils can contribute fully.	All	07	10	Conduct logs, letters home.
	Views of all groups are taken into account, understood and barriers identified.	IW	07	10	Pupil feedback, school council, parental questionnaires.
	Policies on contracts and procurement to be checked against the general duty and consideration given as to the sanctions applicable against contractors or providers who do not follow this race equality policy.	JBU			
	Ethnicity attainment and progress monitoring built into department development plans.	DW/M M/HOD	Ongoing		Results analysis, Dept dev plans
	Review all existing policies to ensure compliance, annually assess the impact of the duty on these	SLT			Annual impact assessment



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	policies.				
iii. Eliminate racist harassment	Each subject area to provide pupils with one opportunity within the curriculum to explore at least one of the following: identity, race equality, racism, or the value of diversity.	All	08	09	Schemes of Work
	Review statistical data on achievement to identify areas where different racial groups are underachieving or under-represented and act on advice from stakeholders and agencies to address issues.	IW/MM	07	10	Spreadsheet
	Join LA Sentinel software pilot group to track, record and report racist incidents and racial harassment.	IW	07	08	Sentinel reports
iv. Promote good relations between different ethnic groups	Celebrate curriculum provision which allows pupils to experience other cultures.	All	07	10	Assemblies, school magazine
	Publish, promote and provide training on equality policy.	IW/PB	07	08	Staff intranet
Other actions required (please list)	Attendance data to be analysed by racial group in order to identify any patterns to be addressed by EWO and Attendance Officer.	SJ	07	08	Meeting minutes



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5. How policies and practice are monitored

Employment monitoring carried out by the LA

Stakeholder surveys and questionnaires

Annual Departmental Plans

School monitoring cycle

Conduct Logs

Racial incident monitoring forms/Sentinel software

6. How information gathered is used

To inform training programme

To inform departmental action plans and the school development plan

To provide areas of focus for school council and cross curricular teams

To inform statistical returns required by the LA

To amend and progress the Racial Equality action plan

7. Staff development

A series of events for adults to raise awareness of Equality issues –

Literature circulated, all adults to receive a written policy, inset for all adults on the duty to promote and the definitions of discrimination.

Governors Committees to scrutinise policy, impact assessments used for annual reporting.

8. Annual reporting in relation to the Action Plan, linked to the School Development Plan, all stakeholders will be kept informed about the policy and how it is working as follows – pupils will be made aware through the school council notice board; parent information will be included in the newsletter and website, and employees through the meeting and staff development cycles.

9. The next race equality plan in 2010 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:



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The Religious Belief Policy

The Meaning of Religion or Belief - "Religion" includes for example all the major faith groups and "belief" includes non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholics or Protestants within Christianity. It is not however intended to include political beliefs such as Communism or support for any particular political party.

Lack of religion or belief is also included in the definition of "religion or belief". This means it will be unlawful to discriminate against someone on the grounds that they do not adhere or sufficiently adhere to a particular religion or belief (even one shared by the discriminator), or indeed any religion or belief at all – such as, for example, an atheist.

Discrimination on grounds of religion or belief means treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, or their lack of religion or belief

The definition makes it clear that unlawful discrimination can include discrimination against another person of the same religion or belief as the discriminator. Thus for example, if a Sunni Muslim refuses to serve Shia Muslim customers in his shop that would be religious discrimination. However if a Catholic printer refuses to produce leaflets advertising an abortion clinic, that might be motivated by his own religious belief but would not be based on the religion of the person refused the service, and would not be caught by these provisions.

Sale Grammar School believes in a broad-based and inclusive curriculum to which all children are entitled without fear of challenge based on the religious views of particular parents or children. The curriculum delivered by law is exempt from discrimination claims. The exemption covers the National Curriculum, together with elements such as RE which is not part of the National Curriculum but which is required by law to be taught in maintained schools. It includes elements such as the provision of school library books, which are aimed at the delivery of a broad-based and balanced education to pupils.

Examples of actions schools might take and how they would be treated under the Act : (Please note that any references to claims, legal challenge or



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unlawful acts in the examples below are in relation to the Equality Act only and not to any other education or equality legislation)

Schools should continue to teach evolution theories in science classes. Parents of pupils whose religion discounts evolution cannot claim that their child is being discriminated against because theories which are not in accordance with their religion are being taught, or because alternative views such as creationism are not given equal weight.

Schools will still be able to use any technology at their disposal to teach all pupils. For example, parents of a pupil whose religion does not allow the use of computers cannot claim that their son or daughter is being unlawfully discriminated against because such technology is used in delivering the curriculum.

Schools will still be able to select literature and texts for study which are challenging, interesting and promote discussion amongst pupils, without being inhibited by fear of legal challenge. For example, a maintained school selects a controversial play to read and enact in year 12 drama which depicts a particular religion in a negative light. The parents of a pupil of that religion at the school may object to the fact that their son is reading something of this nature as part of his studies, but would be unable to make a valid claim of discrimination on grounds of religion or belief.

In all cases where parents claim that an aspect of the curriculum conflicts with their religion or belief, or lack of it, Sale Grammar School will seek to discuss the matter in accordance with the Complaints Policy. Parents will be made aware of the other obligations on schools and every effort will be made to reach a compromise with which both parties are happy.

All pupils in maintained schools are still required to participate in a daily act of collective worship, the majority of which in any term must be wholly or mainly of a broadly Christian character. Parents have the right to withdraw their children from this activity so that they need not take part in the practising of another (or any) religion if they do not wish it. Sale Grammar School will comply with all such requests received in writing. Section 55 of the Education and Inspections Act 2006 also gives sixth form pupils of maintained schools the right to withdraw from the daily act of collective worship without parental consent.



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Examples of actions schools might take and how they would be treated under the Act: (Please note that any references to claims, legal challenge or unlawful acts in the examples below are in relation to the Equality Act only and not to any other education or equality legislation)

Maintained schools will still be able to provide a daily act of collective worship of a broadly Christian character (or different religion(s) if the school has obtained from their local SACRE a determination to modify their worship arrangements). Parents of pupils who do not wish them to participate may withdraw their children from the collective worship since they have that right. However, parents of other religions or beliefs cannot claim that their children are discriminated against on grounds of religion or belief simply because the school does not provide alternative facilities or services for separate worship by adherents to other religions or beliefs.

Schools can, if they wish, continue to organise other forms of worship for the school community to attend. For example, a school can organise a Christmas service at the local church. Parents of Muslim pupils may object to the fact that a service celebrating Eid-ul-Fitr is never organised but they will be unable to claim that their child has been unlawfully discriminated against on that basis. They should however be given the opportunity to decide whether or not they are happy for their child to join in with any other religious occasion the school organises, and the school should be prepared to discuss with parents¹ the range of provision that is made for attending religious events, just as it would discuss with parents other matters relating to school life.

Sale Grammar School complies with Government guidance on exclusions which makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour. Schools cannot exclude pupils merely on grounds of their or their parents' religion or belief - or lack of it, nor for behaviour which would not lead to exclusion if it was not linked to religion or belief. A pupil might, for example, put forward robust views in class discussions in RE based on his own minority religious view or position as an atheist or a humanist. Although it would be unlikely, a school might view this as disruptive or disrespectful and wish to exclude the pupil. Such an act would be discriminatory, unless the pupil's behaviour was so extreme and disruptive as to merit exclusion in its own right.



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In setting Sale Grammar School's uniform/appearance policies, the governing body has ensured that the policy is fair and reasonable. Wide consultation occurred in 2006 which engaged pupils, parents, and community groups. The school uniform/appearance policy takes account of pupils drawn from particular social, religious or racial groups and those with a disability or special educational needs.



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The Gender Equality Policy

The duty to promote gender equality is contained within the Equality Act 2006 and became law on April 6th 2007. This Act requires schools to promote gender equality and eliminate sexual discrimination. Schools make up the biggest proportion of public bodies covered by the gender duty and have a crucial role to play in ensuring that girls and boys benefit from equality of opportunity in all areas of life. Action to challenge stereotyping needs to be a key component of the whole school curriculum and, in particular, careers, work-related learning, citizenship and PSHE. It is important that schools set a framework which tackles the many factors that affect pupil attainment, including gender, ethnicity and social class. Schools also play a key role in shaping the values and attitudes of children and young people and should take a lead in challenging gender-based harassment, bullying and violence. If schools are to be at the forefront of promoting gender equality in terms of outcomes for pupils, they also need to be at the forefront of promoting gender equality for their workforce.

The **Equalities Act 2006** require each school to:

- **Prepare and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives
- **Consider the need to include objectives to address the causes of any gender pay gap** in formulating its 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



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- **Report** against the scheme every year and **review** the scheme at least every three years

The *Every Child Matters* framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical and mental well being, and providing children and young people with opportunities to make positive contributions to their local communities.

The framework is structured around five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

All of these outcomes have significantly different dimensions for girls and for boys. By examining these differences schools can better deliver on the outcomes and their gender equality objectives under the GED.

Below are examples and evidence that illustrate some of the gender dimensions of the framework.

- **Be healthy:** Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls and boys in, for example, mental health, attitudes to sport and exercise, sexual health, sexual abuse and smoking. The 'identification and assessment of young people's health needs' has to recognise these and other factors. In the 'promotion of healthy lifestyles', an effective school will recognise that sports provision has to address the needs and preferences of girls and boys.
- **Stay safe:** The targets listed under "stay safe" will clearly not be met unless the different needs of boys and girls are taken into account. The key aims "safe from bullying and discrimination" and "safe from violence and sexual exploitation" have high relevance to gender equality. Differences in the way boys and girls are bullied need to be examined - the National Union of Teachers (NUT) has highlighted the problem of sexual



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bullying for girls, and the link has been made between homophobic bullying and suicide for boys.

- **Enjoy and achieve:** Boys are still behind girls in overall school performance (**SGS?**). The underachievement of boys is clearly important but this overall gap masks the fact that particular groups of boys are doing well, whilst some groups of girls are underperforming. Schools should avoid generalisations and over-simplification, and examine how factors such as ethnicity and social class also impact upon the achievement of boys and girls. Girls' educational achievements, however, are not necessarily helping them to take up well-paid jobs. Eliminating gender stereotyping in school education, in vocational training, and in careers choices is a vital step towards tackling the gender pay gap in employment.
- **Make a positive contribution:** 'Develop positive relationships and choose not to bully and discriminate' are among the aims under this part of the framework. As well as having robust and well-implemented policies to tackle sexist stereotyping, bullying, and sexist and sexual forms of harassment, schools can use their citizenship and school assemblies to challenge the assumptions which underlie this behaviour.
- **Achieve economic well-being:** Occupational segregation is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. With little access to information from other sources about wider work opportunities and associated pay rates, many girls are trapped in low-paid, low-status jobs that give little opportunity to improve the quality of their lives.

Action Plan to address the Gender Equality Duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Eliminate unlawful sex discrimination	<ul style="list-style-type: none"> • All advertising material & job descriptions screened to ensure compliance to policy • Use of national pay scales 	JBU/DW			



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	<p>to ensure benchmarking against other schools</p> <ul style="list-style-type: none"> • Job shares and flexible working considered where this would aid retention and recruitment • Occupational segregation of women & men within lower paid roles to be assessed & addressed through performance management structure & pay review • Publish, promote and provide training on equality policy. • Review of 14-18 option structure, work related learning & work experience material to eliminate gender bias. • Monitor rewards data to ensure gender equity of awards • Staff training to facilitate review & appropriate modification of schemes of work & all learning & teaching resources to ensure compliance with policy 	<p>PB</p> <p>DW, JBU, Govs</p> <p>IW, PB</p> <p>CAG, LKH & Paula Wallace</p> <p>IW, SW</p> <p>SLT through SIG</p>			
<p>ii. Eliminate harassment related to gender</p>	<ul style="list-style-type: none"> • Review & where necessary modify all existing policies to ensure compliance with policy • Use of stakeholder feedback to inform modification to policies • Annual review of policy through School Council • Audit and develop 	<p>Subject Leaders</p> <p>SLT</p> <p>IW</p>			



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	<p>curriculum materials to widen the focus of anti-bullying week to include homophobic, sexist and sexual bullying.</p> <ul style="list-style-type: none"> • Review statistical data on achievement to identify areas where different genders are underachieving or under-represented and act on advice from stakeholders and agencies to address issues. • Gender stereotyping to be explored within schemes of work within each key stage • Ensure clear complaints procedure available to all 	<p>IW, JDC</p> <p>IW, SW</p> <p>Subject leaders</p>			
<ul style="list-style-type: none"> • Promote equality of opportunity between men and women • Promote equality of opportunity between boys and girls. 	<ul style="list-style-type: none"> • Audit interest of adult learners to identify community interests & learning needs • Participation info collected from out of hours & extra curricular activities (school & community) • Annual review of out of hours & extra curricula provision to ensure breadth of activities to meet needs of both genders • Development of strategies to improve parental engagement (specifically fathers / male carers) • Audit of student learning styles used to inform 	<p>Extended schools coordinator</p> <p>All staff involved</p> <p>Extended schools coordinator</p> <p>SLT</p> <p>IW, SW</p>			



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	modification of schemes of work <ul style="list-style-type: none"> Inclusion of equality questions within self evaluation exercises e.g. annual review of results, stakeholder feedback 	All involved			
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4. Gender monitoring

Employment monitoring carried out by the LA
 Stakeholder surveys and questionnaires
 Annual Departmental Plans
 School monitoring cycle
 Participation surveys of activities

5. How information gathered is used

To inform training programme
 To inform departmental action plans and the school development plan
 To provide areas of focus for school council and cross curricular teams
 To inform statistical returns required by the LA
 To amend and progress the Gender Equality action plan

6. Staff development

A series of events for adults to raise awareness of Equality issues –
 Literature circulated, all adults to receive a written policy, inset for all adults on the duty to promote and the definitions of discrimination.
 Governors Curriculum Committee to scrutinise policy and then present to full governors.

7. Annual reporting in relation to the Action Plan, linked to the School Development Plan, all stakeholders will be kept informed about the policy and how it is working as follows – pupils will be made aware through the school council noticeboard; parent information will be included in the newsletter and website, and employees through the meeting and staff development cycles

8. The next gender equality plan in 2010 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:



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Age Equality

The Employment Equality (Age) Regulations 2006, prohibit age discrimination in employment. They apply to individuals of all ages in work and seeking work.

Recruitment decisions are based on the skills and competences required for the job, not age. All those involved in writing job advertisements and carrying out interviews will incorporate this Equality Scheme into their processes and practices.

Age harassment and victimisation can be based on perceptions, whether or not they are correct. Any inappropriate behaviour and language directed at a member of staff should be referred to the Head teacher in writing.

In the future, the Government intends to remove all age aspects of retirement. For now, there will be a default retirement age of 65 and this will be reviewed in 2011. Employees can request, however, to work beyond a compulsory retirement age. The employer has a duty to consider the request seriously.

The Sexual Orientation Regulations 2003

Recent legislation including the Sexual Orientation Regulations 2003 and the Civil Partnership Act reinforces the need to be responsive to Lesbian, Gay and Bisexual people, and to challenge discrimination on the grounds of sexuality. All Sale Grammar School employees will not discriminate directly or indirectly on the grounds of actual or perceived sexual orientation.

From 5 December 2005 lesbian, gay and bisexual (LGB) people have been able to undertake civil partnership ceremonies which give them the same rights as married couples in relation to pensions, next of kin and parental responsibilities. Sale Grammar School understands these rights and is sensitive in the use of language and requests for information, for example on application forms, next of kin and pension nominations. There is no legal duty for employees to inform their employer of registration of a civil partnership.

At least 6% of the population is LGB. Making assumptions about someone's sexuality should be avoided and everyone has the right to a private life. Confidentiality will be maintained where employees want it. No-one should have their sexual orientation revealed or inferred by inappropriate disclosure of their status. Prejudice against LGB people is common in society



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therefore data is held confidentially and securely. Young people may identify as LGB or may question their sexual orientation. It is important that they are supported in a non-judgemental way and guided towards youth or counselling services. Homophobic bullying and harassment has serious educational impacts. It is everyone's responsibility to challenge offensive language and behaviour.

Transgender. In the UK transgender is an umbrella term for all people who cross gender boundaries, men are as likely as women to be transgender. Discrimination against transsexual people in employment is illegal and Sale Grammar school will treat any discrimination with the same seriousness as racism or homophobia. Not all transsexual people are able to or choose to have surgery, yet they can still be legally recognised in their new gender role. Transsexual people may be lesbian, straight or gay, it is always best to ask about next of kin without making assumptions. Transsexual people have the same rights to education and employment as any other member of the community and any form of discrimination or disrespect is not acceptable.