

# Single Equalities Policy (Incorporating Race Equality Policy and Disability Equality Scheme)

**Approved by:** Local Governing Body

**Last reviewed on:** July 2023

**Next review due by:** July 2026

## Contents

1. National and Legal Context .....	2
2. School Context .....	2
3. Principles .....	2
4. Responsibilities and Implementation .....	3
5. Employment Issues .....	4
6. Monitoring and Evaluation .....	4
7. Complaints and Breaches of this Policy .....	4
Appendix 1 .....	5

---

### 1. National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). It is important that those with protected characteristics feel safe and completely included in the every aspect of the life of the school. The Equality Act consolidates previous individual discrimination legislation such as the Sex Discrimination, Race Relations and Disability Discrimination Acts. NB Child Protection legislation and procedures continue to apply throughout this area and must be accorded appropriate priority.

### 2. School Context

Thornden School is a large, 11-16 mixed comprehensive school serving the northern part of Chandler's Ford. The catchment area is relatively privileged in socio-economic terms and the percentage of students known to be eligible for free school meals is well below the national average. A large majority of students are from a white British ethnic background. Whereas numbers from other ethnic backgrounds are low, they are growing (particularly other White European and Asian ethnic backgrounds) and are likely to continue to do so. The school has long been firmly committed to a comprehensive ethos and an explicit commitment to the pursuit of equal opportunities features strongly in the school's aims.

### 3. Principles

- To make the school a place where all individuals are treated with respect, irrespective of race, sex, age, colour, ethnic origin, ability, religion, sexual orientation, disability or social background.
  - To promote an inclusive ethos which values individuals from such diverse backgrounds.
  - To prepare students for life in a multi-cultural society and world and to encourage an appreciation of the enriching nature of a multi-cultural society.
  - To recognise and challenge all forms of prejudice and racism.
  - To provide equality of opportunity for students in terms of social and academic progress and staff in terms of professional development.
  - To consult and involve all groups of people in the review of this policy.
  - To take steps to meet disabled people's needs, even if it requires more favourable treatment.
  - To liaise with parents and value their knowledge of their child and respect the parents' and child's right to confidentiality.
-

## 4. Responsibilities and Implementation

### The Governing Body

The Governors have overall responsibility for approving and reviewing this policy.

### Senior Leadership Team (SLT)

- The Head of School is responsible for raising awareness of this policy, major updating and dealing with complaints (see below).
- Any member of SLT should be alerted over concerns in this area. The Assistant Headteacher is responsible for any necessary training.
- All SLT should take due responsibility for their Line Managed areas.

### Pastoral System

Heads of Year (HOY) are responsible for –

- Dealing with and recording any issues relating to students.
- Ensuring that the elements of Tutor Period programme which address such issues are implemented effectively.
- The PA to the Leadership Team should be informed about any racist incidents and completes the annual return about such matters.

### Departments

Heads of Department (HOD) are responsible for

- Promoting and raising awareness of equal opportunities within their curriculum area
- Ensuring that all inclusion and special needs issues within their department are addressed

In particular in addition

- The SEN Department will provide appropriate guidance on specific students and be the first contact point for staff requiring further information.
- The RE Department will provide information as necessary on religious observance (eg. if students may be fasting).

All Staff should:

- Seek to deal with incidents between students when they occur in line with the Behaviour Policy.
- To challenge racial and cultural bias, disability and stereotyping.
- To support students in their classes for whom English is an Additional Language.
- To challenge inappropriate comments, symbols and strategies. To explain to students why such things are wrong and take action as appropriate.

Students should seek:

- To treat other students with respect regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background.
- To treat all staff and visitors in a similarly respectful manner.
- To report incidents of bullying or discrimination to a member of staff.

Visitors and Contractors

All visitors are expected to comply fully with this policy.

## 5. Employment Issues

The Local Governing Body of the school recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all of its staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases vacancies will be advertised externally. All decisions relating to appointments or promotions will be conducted in accordance with the principles on which this policy is based.

## 6. Monitoring and Evaluation

Governors have overall responsibility for this policy. The relative achievement of different groups of students will be analysed every year in the Data booklets. These include information from national agencies (including Ofsted's Analyse School Performance) when they become available. The composition of the staff is analysed every year in the Staff, Timetable and Curriculum Analysis booklet.

## 7. Complaints and Breaches of this Policy

All allegations will be fully investigated. All complaints and issues should be referred as follows:

- Students to Form Tutor/HOY.
- Parents to Form Tutor/HOY if it concerns their child or to the Deputy Headteachers or Headteacher if it is a more general or serious nature.
- Staff to their Line Manager or Head of School if it is a more general or serious nature.

If any further information is required then the Senior Leadership Team should be contacted in the first instance.

### Linked Policies

This Policy should be read in conjunction with the following policies:

- Behaviour Policy
- Admissions Policy
- Curriculum Policy
- SEN Policy
- Health and Safety Policy
- School Improvement Plan
- Accessibility Plan
- Assessment Policy
- Security Policy
- Examinations Policies

## Appendix 1

### Equality Objectives

Every school, indeed every organisation, pledges that they will deal with inequality in any form so that no student or member of staff is affected by prejudices and biases (primarily - racism, sexism, homophobia, ableism, classism)

Unfortunately, this is hard to do and hard to quantify. Thornden School is conducting a large piece of work to try and uncover the areas in which we need to prioritise our efforts in terms of diversity and equality work so impact positively on the lived experience of staff and students over a sustained period of time.

Using the Global Equality Collective and its associated experts the School will audit all members of staff and all students and work on a bespoke plan to address areas of inequality. It will seek to educate all stakeholders and change policies and working practices for lasting change.