

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

POLICY TITLE: EQUALITY POLICY

Approval Body:	Full Governing Body
Approval Date:	February 2021
Implementation Date:	February 2021
Designated Person (as appropriate):	Headteacher
Review Date:	February 2022

Version History

Version	Approval Date	Summary of Changes
1.0	June 2015	Re-written policy to comply with current guidance and legislation
2.0	February 2021	Updated

EQUALITY POLICY

Introduction

This policy sets out Langley Park School for Girls' approach to promoting equality, as defined within the Equality Act (2010). Our key 3 legal duties are:

The general duties are to:

- eliminate discrimination,
- advance equality opportunity
- foster good relations.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

Other groups who will benefit from this policy as they may suffer from discrimination are:

- Children from single parent families
- Children from estranged families
- Children in care
- Children and families in crisis
- Children who are Gifted and Talented
- Pregnant school girls
- Transient and mobile students
- Students with EAL
- Young Carers
- Refugees and Asylum seekers
- Poor attenders
- Disaffected learners
- Students who misuse illegal substances
- Students with pronounced medical needs
- Students with mental health difficulties and those who self-harm
- Students who are home tutored

Legislative Background

The following legislation has been taken into account when developing this scheme.

- Equal Pay Act 1970
- Sex Discrimination Act 1970
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005
- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- The Employment Equality Act (religion or belief) 2003

- The Employment Equality (sexual orientation) 2004
- Equality Act 2006
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- Curriculum 2000 SEN and Disability Act 2001.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to: publish equality information - see data in Appendix 1 – and equality objectives (as stated in the Introduction above) .

Our actions with reference to the Equality Data (Appendix 1) are regularly monitored and reviewed.

Scope

This policy replaces previous equality policies. Its target audience is students, staff, volunteers, parents and third parties. It enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all equality strands listed above. It also aims to improve equality for those who face less favourable socio-economic circumstances (Students in receipt of Free School Meals) and to link to the requirements for an Accessibility Plan. Through this scheme we aim to eliminate unlawful discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- Respect for the individual
- Pursuit of excellence
- Equality of opportunity
- Contributing to the community

The School's Overall Approach to Promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the school will seek to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

A Cohesive Community

The School seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation

- making sure this policy is properly implemented
- making sure related procedures are followed
- assigning a named governor.

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, students and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- providing training for them on the policy
- 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.

He/she will also ensure that the school continues to collect and publish data related to the protected characteristics above and analyse this to determine how effectively we are delivering our equality objectives. This will include data regularly published in the Headteacher's report to governors on:

- a) Admissions
- b) Attendance
- c) Exclusions
- d) Prejudice related incidents

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities.

Students are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise
- good practice and enable review and development.
- This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of students (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled students etc.)

- monitoring exclusions.

Monitoring, Reviewing and Assessing Impact.

The School's Equality Policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

APPENDIX 1: EQUALITY DATA AND DUTIES

Consultation and dissemination

This policy has been produced with reference to non-statutory advice provided by the DFE, Healthy Schools Standard, Bromley Local Authority, Students, Parents and Staff. All stakeholders have been given the opportunity to comment on a draft and revisions made accordingly. We have also incorporated:

- Feedback from surveys, parents' evenings,
- Input from staff surveys or through staff meetings / INSET
- Feedback from the student council, and student surveys
- Feedback at Governing body meetings.

The Equality Policy is available from the school website, or on request from the main school office.

The National Community

The UK population is ageing and is becoming more ethnically diverse. More than 50% of the population are women, around 14% have disabilities, and around 7% are from black and ethnic minority groups.

The LPGS School Community

LPGS is a large secondary school. Learners are drawn from a relatively affluent area. The number of students who receive Free School Meals is below the National Average at around 10% . Our student population is relatively diverse.

The Basic Characteristics (ISDR January 2019 Census)

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
Post-compulsory	284	13	87	N/A	49	18	10	0	9
11	238	0	100	11	38	16	12	0	11
10	240	0	100	12	37	13	8	1	7
9	239	0	100	12	38	8	10	1	8
8	240	0	100	12	38	8	7	0	7
7	240	0	100	11	42	10	6	0	6

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

- to eliminate unlawful discrimination
- To advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people's disabilities, even where that involves treating people more favourably.

Race equality	Disability equality	Gender equality	Age, sexual orientation, religion and belief
<p>1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote good relations between people of different racial groups.</p>	<p>1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote positive attitudes towards disabled people 4. Eliminate disability- related harassment 5. Encourage participation by disabled people in public life 6. Take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people.</p>	<p>1. Eliminate unlawful discrimination 2. Promote equality of opportunity between men and women, girls and boys. Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.</p>	<p>1. Eliminate unlawful discrimination 2. Promote equality of opportunity</p>

Accessibility

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

What we monitor and review to promote equality

As a provider of education to young people	As an employer	As a provider of services to the wider community
<p>The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using Raise, External Results)</p> <p>Provision and progress of Children with Additional Educational Need. (Using EHCPs, Annual Reviews)</p> <p>The behaviour and rewards received by different student groups and the variations between these groups within school. (Using Behaviour Logs, Exclusion Records)</p> <p>Provision and progress of Children who are Looked After. (Using all of the above)</p> <p>Attendance for all groups of learners.</p> <p>Students contribution to the community</p> <p>Student involvement in after school activities</p> <p>Bullying Incidents (Using Register of Bullying Incidents)</p> <p>Racial Incidents (Using Racial Incident Log)</p> <p>Feedback from Safeguarding Training</p>	<p>Applications for employment Staff recruitment, retention and professional development</p> <p>Staff profile Governing body profile</p> <p>Attendance at staff training events</p> <p>Disciplinary and grievance cases (Headteacher's confidential records)</p> <p>Staff appraisals/performance management</p> <p>Signposting of this document as part of our induction process for new employees.</p>	<p>The number of facilities that are hired throughout the year</p> <p>Who facilities are provided to and if they are part of any vulnerable/minority group</p> <p>A survey of community users to ensure we are not indirectly discriminating against their needs</p>

Roles and Responsibilities

The Governing Body

To ensure that the school complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties. Specifically:

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability. The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Headteacher

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

Leadership team

To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit. To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

Teaching Staff

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.

Associate Staff

To support the development of the school ethos and encourage students and colleagues to respect one another, challenging prejudice and discrimination in all its forms and reporting infringements of policy as appropriate.