

MAGDALEN COLLEGE SCHOOL

POLICY FOR EQUALITY

Statutory Policy – Annual review

GOVERNORS' EDUCATION & WELFARE COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Full Governors
	12 th November 2013	YES Revised Policy	10 th December 2013
November 2014	18 th November 2014	No	2 nd December 2014
November 2015	26 th January 2016	Yes minor amendment	N/a
January 2017	24 January 2017	No (SLT to undertake review of objectives)	N/a

POLICY FOR EQUALITY

Aims

1. To adhere to our duties under the Equality Act 2010.
2. To promote community cohesion
3. To comply with the expectations reflected in the international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention of the Rights of People with Disabilities and the Human Rights Act 1998

Objectives

Principle 1:

All learners and staff are of equal value:

Whether or not have a whether or not they have a disability either visible or invisible; whatever their ethnicity, culture, religious affiliation, national origin or national status; whatever their gender, sexual orientation or gender reassignment status; whatever their age; whether they are pregnant or have recently given birth, recently fostered or adopted a child

Principle 2:

We recognise and respect diversity:

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to for example: disability, so that reasonable adjustments are made; ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised; gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3:

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

We intend that our policies, procedures and activities should promote: positive attitudes towards disabled people, good relations between able-bodied people and those with a disability and an absence of harassment people with a disability; positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents; mutual respect and good relations between boys and

girls, women and men, and an absence of sexual harassment.

Principle 4:

As an employer, our policies and procedures should be of equal value to all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

Having respect for our own and others' learning.

ETHOS AND ORGANISATION We ensure that our principles are also key to the full range of our policies and practices, including those that are concerned with: learners' progress, attainment and assessment; learners' personal development, welfare and well-being; teaching styles and strategies; admissions and attendance; staff recruitment, retention and professional development; care, guidance and support; behaviour, discipline and exclusions; working in partnership with parents and carers; working with the wider community.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING: The school is opposed to all forms of prejudice, for example: prejudices around disability and special educational needs; prejudices around racism and xenophobia, including those that are directed towards religious groups and communities. prejudices reflecting sexism and homophobia. Prejudice -related incidents will be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with:

- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or gender reassignment status
- whatever their age

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a conditional job offer has been made. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

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

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

- able bodied as well as those who have a disability
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult widely:

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- able bodied as well as those who have a disability
- people from all ethnic, cultural and religious backgrounds

- both women and men, and girls and boys

Principle 7: Society as a whole should benefit:

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- able bodied as well as those who have a disability
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all ages
- both women and men, girls and boys

Principle 8: We acknowledge that it is the responsibility of all staff, students and community members to respect the rights of each other in and around school, by:

- speaking respectfully
- behaving respectfully
- respecting the school environment

Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and support reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Equality Objectives 2013

In support of Magdalen College School Policy for Equality and Cohesion, the following objectives have currently been determined:

To address student inequality we will:

- achieve the next level in the Rights Respecting Award – further underpinning our responsibility as staff, students and community members to respect the rights of each other
- maximise the % of students achieving at the end of KS3, irrespective of background and disadvantage
- ensure visually impaired students can fully access the building by the introduction of braille signage

To identify / address inequality in the school workforce, we will:

- ensure that support staff roles are evaluated, as necessary, to eliminate any inequalities in pay and grading for support staff
- promote of staff well-being
- monitor and review applicants for job vacancies to determine an action plan to attract applicants from categories currently under represented in the school workforce

We will keep these objectives under review and consult our stakeholders on our proposed policy and revised objectives, for publication in 2013.

Equality Action Plan 2014-15

To guard against	Test	Lead and other key players	Actions
Discrimination in each of the protected equality groups	Reliable and valid data collected and available to inform future planning	SLT, Admin manager, Personnel staff	<p>To establish what systems are currently in place to gather data – Nov 2014</p> <p>To produce meaningful statistical data for staff and students – Feb 2014</p> <p>To identify any protected equality groups that are not represented by the data and establish a system to gather appropriate data – March 2014</p> <p>To identify areas of concern and write an action plan to address the issues – May 2014</p>
Disability	All staff will routinely ask for disclosure when inviting visitors into school	Business Director, Admin Manager, Pastoral Support Manager	<p>By November 2014 all staff informed and trained</p> <p>By December 2014 all staff will be routinely requesting information regarding disability from visitors</p> <p>By December 2014 notices for guidance and checklists for visitors will be available and displayed</p>