



THOMAS ESTLEY COMMUNITY COLLEGE

Equality Policy

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Contents

- 1.0 Purpose
- 2.0 Background Including:
 - Equality Act 2010
 - Public Sector Equality Duty (PSED)
 - Protected Characteristics
 - Due Regard
 - 3 elements of the Equality General Duty
 - Specific Equality Duties
- 3.0 College Context
 - 3.1 Our Ethos
 - 3.2 Our Equality Statement
 - 3.3 Our Equality Commitment
 - 3.4 Our Equality Information and Objectives, including Accessibility Plan
 - 3.5 Our Responsibilities
- 4.0 College Procedures
 - 4.1 Impact and monitoring of College Policy and Procedures
 - 4.2 Leadership and Management
 - 4.3 Curriculum, Teaching and Assessment
 - 4.4 Admissions, Attendance, Discipline and Exclusions
 - 4.5 Student Personal Development, Attainment and Progression
 - 4.6 Parents/Carers, governors and community partnership
 - 4.7 Employment procedures including temporary and work experience
- 5.0 Implementing the Policy
- 6.0 Monitoring and Review
- 7.0 Equality Impact Assessment

Appendices:

1 Annual Equality Information and Data (3.4)

2 Equality Objectives 2015-2019 (3.4)

3 Accessibility Plan 2015- 2018 (3.4)

4 Learning for All Equality Impact Assessment Tool (4.1)

5 Equality Impact Assessment Pro forma (4.1)

1.0 Purpose

This Equality Policy forms an integral part of the College's commitment and ethos to ensure equality for students, staff and other adults in relation to access to curriculum, facilities and services of the College. The purpose of this policy is to provide protection, equality and fairness for our whole college community and not to discriminate on the grounds of any of the 'protected characteristics' as detailed in the Equality Act 2010.

2.0 Background

The **Equality Act 2010** (the Act) replaced all existing equality legislation such as the Disability Discrimination Act, the Race Relations Act and the Sex Discrimination Act. It simplifies the law and extends protection from discrimination in some areas.

The Act introduced a single **Public Sector Equality Duty (PSED)** (sometimes also referred to as the 'general duty' which has replaced the separate sets of duties to promote disability, race and gender equality.) The PSED applies to public bodies, including maintained schools and Academies, and extends to certain **protected characteristics** –

Race
Disability
Sex (including issues of transgender)
Age (for employees)
Religion or belief
Sexual orientation
Pregnancy and maternity
Gender reassignment
Marriage and civil partnership

This combined **equality duty has three main elements**. In carrying out their functions, public bodies are required to have **due regard** to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Government has also introduced **specific duties**, which are intended to help public bodies to meet their obligations under the general duty and are set out in the Equality Act 2010 (Specific Duties) Regulations 2011.

In addition, in drawing up this Equality Policy the College has also taken advice from the Department for Education's publication – '**The Equality Act 2010 and Schools May 2014**' (See **appendix A**). In addition, whilst all policies are assessed in relation to the impact of equality protected characteristics, the following policies should also be read specifically in conjunction with this Equality Policy:

Community Cohesion Policy

Anti-Bullying Policy
Citizenship and Personal, Social, Health and Enterprise Education Policy (including promotion of British Values)
SEND Policy/school Offer
Pupil Premium Policy

In Practice

Having due regard to the general duty in practice means:

- When decisions or actions are made we will have “due regard” to assess whether it may have particular implications for people with particular protected characteristics.
- We will consider equality implications before and at the time that policies are developed or updated and keep them under review on a continuing basis.
- We will carry out the required equality analysis and take steps to insure the PSED is integrated into carrying out the functions of the College.
- We understand our responsibilities for the duty and ensure all staff are aware of their requirements under this policy.

Reporting and sharing information around the specific duties in practice means:

- To publish information to demonstrate how we are complying with the PSED (updated annually)
- To publish student-related information in relation to persons who share a relevant protected characteristic who are affected by our policies and practices
- To prepare and publish equality objectives (updated at least every 4 years)

This policy should be read in conjunction with the following documents:

- SEND Policy
- Policies directly relating to protected characteristics
- The appendices to this policy

3.0 College Context

Thomas Estley Community College is situated in a large village in South Leicestershire. It is a medium sized secondary school with over 900 students on roll aged from 11-16 years. Our intake is mostly from local primary schools as well as a minority of students with additional needs who travel from further afield due to our communications and interaction resource base and our reputation from weffective inclusion. Our students

are majority white British, with around 97% having English as their first language, and a small majority are male (around 55% per year group). We have a small number of looked after children, and a small number with physical disabilities, both within our mainstream roll and within our satellite base of Birkett House Special School KS3 students. Free school meals uptake is below national averages but growing, and our % of children with SEND both with and without EHCP is above local and national averages. Although incidents of reported racism, gender harassment and other discrimination are rare, and minorities appear well integrated into the college, we are not complacent and we are determined to continue to encourage reporting of any discrimination towards protected characteristics, to deal firmly with any instances and to proactively seek to create a college which celebrates and values diversity of all kinds.

3.1 Our Ethos

We are proud to define ourselves as a:

Building Leadership and Character Together as a community of courage and commitment to success.

Our Ethos and Values align with the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We promote British Values through our spiritual moral, social and cultural education which permeates through the school's curriculum and supports the development of the whole child. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students. Governors, staff, parents and students were involved in agreeing a set of core values which define the college ethos. The statements below describe the college's professional behaviours and expectations

- Aiming to achieve our best
- Taking full advantage of every learning opportunity
- Showing resilience through our experiences and challenges
- Seeking out our talents and following our dreams
- Reaching out for opportunities to lead and encourage others
- Making a positive difference and celebrating success
- Including the whole community, sharing, caring and giving time as needed
- Treating each other with kindness, fairness and respect
- Finding space in our lives for fun, joy, praise and laughter

3.2 Our Equality Statement (previously called Equal Opportunities Statement):

The overall objective of this policy is to provide a framework for the college to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. Through the Equality Policy, the college seeks to ensure that no pupils, staff, parents, guardians or carers, or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions. The principles of this policy apply to all members of the extended school community: pupils, staff, governors, parents and community members.

Thomas Estley Community College is opposed to all forms of prejudice (including harassment of any kind) and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents and we work with our partners within and outside our Trust to develop effective procedures and policies to combat all forms of unlawful discrimination and to share good practice. Thomas Estley Community College aims to prepare our students for a successful life within our culturally and ethnically diverse society.

The College is firmly committed to the principle of equal opportunities in both the delivery of services and employment. Equality of opportunity means that service users, job seekers and employees will be treated equally and fairly regardless of their colour, race, nationality, ethnic or national origin, relation, gender, marital status, sexuality, disability, age or any other protected characteristic under the Equality Act 2010. The College is opposed to all forms of unlawful and unfair discrimination and harassment of any kind.

3.3 Our Equality commitment:

- Through our inclusive ethos, to create an environment, that promotes equality, dignity and respect to all and prepare students for a life in a local and global diverse society

- To promote attitudes and values that will challenge discriminatory behaviour which enables staff and students to be confident to challenge discriminatory behaviour. No forms of intimidation, bullying or harassment will be tolerated.
- To provide opportunities for students to appreciate their own culture and understand and celebrate the diversity of other cultures through resources, and opportunities to reflect a range of cultural backgrounds without stereotyping
- To ensure that the contribution of all is recognized and valued
- To build self-esteem, confidence and resilience in all our students, so that they can then use these qualities to influence their own relationships with others;
- To have consistent expectations of students and their learning;
- To remove or minimise barriers to teaching and learning – where practicable, to make reasonable adjustments eg to equipment; acquisition of auxiliary aid and other services
- To ensure that our teaching takes due regard into the learning needs of all students through our schemes of work and lesson planning to enable all to attain their best;
- To actively tackle all forms of discrimination and promote equality and diversity through our website, social media, newsletter, displays and through CRE, PSHE, modules and assembly themes;
- To share equality responsibilities with all staff and follow clear procedures for dealing quickly with incidents of discriminatory behaviour;
- To ensure that all staff procedures including recruitment; absence management; opportunities for training and performance review are equitable.
- To encourage positive role models from staff, local and wider community with protected equality characteristics to share their expertise
- To review policies and procedures in line with our PSED to ensure that
- direct and indirect/hidden forms of discrimination are given due regard
- To monitor our action against our PSED and publish our findings annually, as well as review our Equality Objectives at least every four years

3.4 Our Equalities Information and Objectives:

- Our equalities information/data is updated annually and available as an appendix to this policy, as well as published on the College Website.
- Our Equality Objectives are updated at least every 4 years and available as an appendix to this policy, as well as published on the College Website.
- In support of our equality commitment for fair access, **our Accessibility Plan** is available as an appendix to this policy, as well as published on the College Website.

3.5 Our Responsibilities

Leadership, Management and Governance

Success Academy Trustees and Thomas Estley Community College local governing committee maintain an overview of implementation of the PSED including regular equality related items at governors' meetings to monitor the practice around this policy.

The Trust and Local Governing Committee are jointly responsible for:

- Ensuring that the college complies with all forms of equality legislation.
- Being involved in identifying and understanding equality barriers and setting and monitoring progress towards achieving our equality objectives
- Ensuring we publish equality data and details of our equality objectives

The Principal is responsible for:

- As above, including implementing the Equality policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support including responsibility to record and report prejudice related incidents and to take 'due regard' of equality needs during all planning and activities
- Ensuring that all the school community receives adequate training to meet the need of delivering equality, including student awareness
- Taking appropriate action, together with the lead DSL if appropriate, in any cases of discrimination.

The Senior Leadership Team are responsible for:

- Supporting the Principal as above
- Ensuring fair treatment and access to services and opportunities in areas of responsibility through their work with others

Teaching Staff are responsible for:

- Supporting the senior leadership team in delivering the best outcomes for all students
- Designing and delivering an inclusive curriculum including during tutor time
- Ensuring that they are aware of their responsibility to record and report prejudice related incidents (whether in or outside of school) and to take 'due regard' of equality needs during all planning and activities

All staff are responsible for:

- Upholding the College's commitments to equality through their non-discriminatory behaviour
- Dealing with all forms of discrimination, knowing how to identify, challenge and report it including, victimisation, harassment, bias and stereotyping.
- Promoting equality, diversity and eliminating unlawful discrimination.
- Keeping up to date with anti-discrimination legislation by attending relevant training
- Incorporating principles of equality and diversity in to all aspects of their work.
- Making colleagues, visitors and contractors aware of, and ensuring that they comply with the college equality policy.
- Ensuring that equality information is shared as part of any specific duties they may have – eg as part of induction risk assessment of supply staff; work experience; ITT trainees, schools experience visitors etc.

Parents and Carers, and Affiliated /Community Groups, are responsible for:

- Taking an active part in identifying barriers for the College community and in informing us of actions that can be taken to eradicate these
- Taking an active role in supporting and challenging the College to achieve the commitment given to tackle inequality and achieve equality of opportunity for all

Students are responsible for:

- Supporting the College to achieve its commitments to equality, including by challenging and reporting behaviours which contravene this

Breaches of the Policy

Action will be taken against any individual or group who does not comply with the College's Equality policy and duties in according with The College's disciplinary code. This could be via the Positive and Negative Choices Policy for students; Staff Disciplinary Policy Procedure, or conditions of affiliation for affiliated groups.

The College's code of conduct sets the tone for behaviour in the College and is set out in the College's Anti-Bullying Policy. As part of that Policy the school is totally committed to following the LA's Guidelines on dealing with Racism, Racial Harassment and Racial Discrimination promptly and firmly. Victims will be fully and sensitively supported by the College's Pastoral System; in addition to being disciplined, perpetrators will be counselled in order to understand why their behaviour is unacceptable; all such incidents will be reported both within the College and to the LA using the LA's Racial Harassment Log; and all parents will be fully involved.

4.0 Our Procedures

4.1 Impact and Monitoring of College Policy and Procedures

In line with PSED legislation, all College policies and procedures will be regularly monitored, reviewed and evaluated with 'due regard' to their impact on all protected characteristics.

We will do this in the following ways:

- Build equality impact questions into policy development and planning processes.
- Incorporate equality targets in to relevant strategic plans(College Improvement Plan).
- Assess the impact of the policy through analysis, consultation, evaluation and audit tools to identify race, disability and sex equality targets and action. (appendix to Policy)
- Use data to monitor the attainment and progress of student groups and staffing (when appropriate)
- Ensure that the monitoring data e.g. Attainment, progress, attendance, exclusions, sanction, rewards and recruitment are used to inform planning and decision-making.
- Build equality questions into college self-review and evaluation frameworks.

4.2 Leadership and Management

All members of staff and governors are entitled to appropriate Equality training, in order that they can play their full part in ensuring that our College fulfils its Equality Commitments and all will receive detail of their responsibilities in relation to Equality on induction and intermittently via training/ instruction.

Continuous Professional Learning (CPL) is linked to priorities within the College Improvement Plan and performance review objectives. Equality data will be reviewed annually to identify any areas for equality improvement which may require targeted training.

Members of the governing committee will also identify their own training needs in relation to racial equality, and are supported through subscription to Leicestershire County Council's Governor Development Service which runs a comprehensive governor training package. There is a link governor for SEN who can be contacted via the College.

4.3 Curriculum, Teaching and Assessment

A whole College approach to promoting equality and diversity is adopted. All subject areas are flexible in their planning to offer appropriate challenges to all students

regardless of any protected characteristics in order for all to progress. Teachers take due regard of the College's equality commitments (see 3.3 above).

Teachers aim to ensure that the classroom is an inclusive environment in which students feel that all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them in learning both within and beyond the classroom. Teaching is responsive to students' different needs with the teacher taking positive steps to include all group or individuals. We aim to ensure that resources and displays reflect the experience and background of students, promote diversity and challenge stereotypes across the curriculum. They are reviewed to ensure that they reflect the inclusive ethos of the college. Our curriculum is designed to ensure inclusion of all students and to avoid intentional or unintentional stereotyping and discrimination. For example, when students with English as an additional language are grouped and supported, we take into account their likely pace of development as English language users. We try to include minority role models within subject related opportunities to attempt to engage a diverse mix of students within each optional subject at KS4 and to combat stereotyping.

The curriculum is planned to incorporate the principles of equality of opportunity and to promote positive attitudes towards diversity. Through the content and delivery of the curriculum we encourage students to explore racism, sexism and other forms of oppression and to challenge stereotypes, prejudice and all forms of other discrimination. Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

4.4 Admission, Attendance, Discipline, Suspensions and Exclusions

Thomas Estley Community College will make every effort to ensure that its Admissions, Attendance, Positive and Negative Choices, Suspensions and Exclusions policies and procedures are fairly applied to all students and that all information regarding the working of these issues is communicated in an accessible way.

The College monitors the punctuality, attendance and holiday requests of all students and will take up issues of concern with parents and senior staff as a matter of priority. The college monitors pupil groups including by ethnic group or disability in order to ensure that the College is adopting equity in its approach.

The college monitors all permanent exclusions, suspensions by protected characteristics and reports their findings termly to the local governing committee. The College recognises that personal characteristics/ background may affect behaviour. Where appropriate, the college adopts appropriate restorative approaches to resolve conflicts and issues. All staff aim to operate consistent and equitable systems of rewards and discipline.

Staff attendance is monitored as part of the attendance management policy and back to work interviews are used to raise awareness of any issues including around protected characteristics, so that absence management is fair and equitable and takes account appropriately of needs. Where necessary, attendance targets are set formally which are adapted reasonably where a declaration of disability has been made.

The College has a clear and accessible code of conduct for staff and governors which are shared on appointment, refreshed and read annually, and available through internal communication.

4.5 Students' Personal Development, Attainment and Progress.

The monitoring and analysing of students' performance enable the identification of groups where there may be patterns of underachievement. The College ensures that action is taken to counter this through on-going department and whole college analysis and by implementing appropriate interventions and strategies at different times throughout the academic year. In addition, students identified on our SEND Register receive additional support as agreed. Students with identified SEN are monitored at least termly using the graduated approach as stipulated in the Code of Practice (2014) by the Director of Inclusion/SENCO. Additional targeted funds for pupil premium students including looked after students is used to work to close any gaps in achievement (see pupil premium information published on College website for further details). College systems for measuring, recording and reporting student attainment and monitoring progress provide pupil group data. This is analysed to inform interventions and actions as needed to address any significant under-achievement and to measure improvement across all pupil groups.

All students have the opportunity to achieve their highest standards. Assessment is used appropriately for all students, The College ensures where possible, that assessment is free of all forms of discrimination against conditions or needs which might affect a student's formal assessment and appropriate use of concessions is in place.

Achievement of all students is celebrated in a number of ways, including communication with parents, positive choice rewards, award evenings and events, assemblies, etc.

Extra-curricular activities are open to all students who self-select by aptitude, ability and personal preference, or when they are targeted, take appropriate account of needs and characteristics to target students who would benefit most.

The pastoral support system at Thomas Estley Community College takes account of the religious and cultural diversity of students' back grounds and beliefs and the experiences of particular groups of students. All students are provided with appropriate information, career advice and guidance at the college. We encourage all students to aim high and to avoid stereotype assumptions about careers and jobs, through raising their awareness of appropriate career pathways and post 16 choices.

4.6 Parents, Governors and Community Partnership

There is a link Equality Governor who reports termly to the full Governing Body on equality action. When governor vacancies arise, the application process is open to all.

The school is committed to offering all parents a full range of opportunities to monitor their own child's progress in school and to become more involved in the life of the college, from tutor and subject evenings through parent engagement activities and opportunities, to revision and careers events and our alumni and community volunteer programme.

The college takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community. Information material for parents is accessible in user-friendly language and is available on request in languages and formats other than English through the use of interpreters.

The College's premises and facilities are available to hire to all community groups, and the College's Extended Services provision provides many additional out-of-school-hours opportunities and activities, including before and after schools clubs, pre-school and family learning days. As part of the College's conditions of hire, groups with racial or other discriminatory aims are not allowed to hire premises.

4.7 Employment Procedures

The College is committed to attracting and developing a workforce on a basis of merit. It will continue to advertise both locally and nationally as required to attract the best possible applicants for all vacant staff posts.

Professional development opportunities are offered to all staff and training is prioritised from the College's Improvement Plan. The College will ensure that staff and governors are provided with sufficient training to carry out their statutory duties and understand their equality responsibilities. The school is totally committed to offering professional development opportunities to all staff, teaching and support, and all staff are actively encouraged to consider and seek promotion.

The College ensures that its personnel policies and procedures are in line with all statutory duties. The College, as an academy, buys back into the support of Leicestershire County Council's HR service and the Trust adopts LCC model employment policies locally (unless otherwise agreed locally).

5.1 Race Equality

We believe that both Multicultural and Anti-Racist approaches to education are essential parts of preparing our children to participate fully and positively in today's multicultural society. Through these approaches we want our children to develop confidently and happily, respecting their own and others beliefs and cultures. We aim to develop pupils who are confident, strong and self-affirming, open to change, choice and development and who are receptive and generous towards other identities and prepared to learn from them. In doing so we aim to equip children with the skills necessary to understand, deal with and challenge, attitudes and prejudices which they may encounter within both the local and wider communities. The school aims to deliver Multicultural and Anti-Racist education as an integral part of our curriculum with a view to enriching and broadening children's experience and promoting race equality and community cohesion. We hope to provide opportunities for all children to feel valued and to contribute positively to school life developing their sense of worth and self-esteem regardless of ethnic, religious, cultural, linguistic or historical attachment. We must ensure that all children are given an equal chance to participate in their education enabling them to take full advantage of opportunities in society.

We subscribe to promoting race equality by:

- (a) Preparing all pupils to live and work harmoniously and with equality of opportunity in our society.
- (b) Building upon the strengths of cultural diversity in that society.
- (c) To define and combat racism and any discriminatory practices within the educational service to which it gives rise.
- (d) To meet appropriately the particular educational need of all people, having regard to their ethnic, cultural, linguistic or historical attachment.

We are totally opposed to racism and all other forms of oppressive behaviour and are committed to promoting equality of education through developing strategies to deal with any forms of prejudice. We aim to demonstrate our opposition to injustice, prejudice and discrimination by tackling incidents sensitively and appropriately wherever they may arise. We hope to promote equality of opportunity and foster positive attitudes amongst all our staff and pupils to the best of our ability.

The ethos and atmosphere of our school should reflect our commitment to supporting the confidence and self-esteem of all of our staff and pupils. The school environment should be positive and non-threatening, displaying evidence that the school supports a multicultural approach and that all our pupils' backgrounds are valued and acknowledged. We aim to do this by the following methods:

- Ensuring that displays around the school reflect a range of cultures, religions and traditions.
- Giving children an opportunity to celebrate some of the main religious and cultural festivals throughout the year.
- Incorporating through assemblies and our 'Thomas Estley Diversity' programme, a more coherent approach to the celebration of the major faiths and cultures.
- Encouraging children to see themselves as belonging to the wider community of Leicestershire, recognising that it is multicultural and to be proud of it.
- Developing a positive and supportive attitude to challenging racism and prejudice.
- Giving a clear indication that racism will not be tolerated.
- Encouraging children to develop a sense of pride in their own cultural heritage.
- Encouraging children to appreciate and respect other cultures.
- Supporting and acknowledging children from all backgrounds as playing a positive role in the school community.
- Ensuring that all pupils feel their languages, cultures and beliefs are respected and acknowledged.
- Ensuring that all aspects of school life reflect the different backgrounds of all pupils.
- School rules take into account and show sensitivity to cultural practices.

Curriculum

It is important for pupils to understand through the learning and curriculum experiences they are offered and resources/display used, that the school sees preparation for life in a multicultural society and opposition of racism as important.

The curriculum should reflect the multicultural nature of our society, building on the strengths of cultural diversity existing in the community and society. Through the curriculum we can broaden children's horizons by providing them with positive models and opportunities for learning. We can do this by ensuring that:

- Curriculum programmes of study are monitored regularly to ensure that we are consistently delivering a multicultural curriculum, and include identifying areas where cross-cultural links can be made.
- Opportunities for specific teaching of anti-racism and for developing cultural awareness are identified.

- The experiences and backgrounds of all pupils are considered and taken into account in the planning and provision of the curriculum.
- Care is taken to ensure that the curriculum does not only represent an ethnocentric view but should reflect a global perspective of different people, societies and environments across the world.
- Pupils are given the opportunities to develop their own skills of detecting and discussing biased attitudes.
- We continue to support children through Personal, Social, Health Education, (P.S.H.E.), and Citizenship/RE inputs, including during tutor time as well as specialist lessons.

5.2 Disability

We are committed to establishing equality for all students, their parents, staff and other users of the school. We have due regard to the following duties:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures and admission forms. Data protection legislation will be observed in sharing this information. Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information. Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;

- involvement in after school clubs and activities;
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, to make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met should the need arise;

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governors activities.

Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies

and procedures.

Assessment of the impact of policies and practices on disabled people will be undertaken. All school policies will be screened to identify their level of relevance and potentially their impact on disabled people. Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

5.3 Gender

We recognise that boys and girls may come to school with certain established attitudes and perceptions. We believe it is in the interest of all children to challenge stereotyping in order to ensure that all children have full and equal access to all aspects of the curriculum and develop attitudes and perceptions for adult life in a modern society.

Curriculum

Subject content and presentation, teacher attitudes and pupil perceptions all affect what pupils learn within the formal curriculum and can make the learning experience more attractive or more relevant to boys than girls, or to girls than boys.

Therefore it is important to:

- encourage and support girls/boys in developing positive perceptions of 'non-traditional' curriculum areas;

- present topics/subjects in ways which are relevant and interesting to both girls and boys, for example the use of examples in classroom discussion which refer to experiences both girls and boys can identify with;
- develop strategies to improve the achievement of girls/boys in particular curriculum areas for example boys in English, girls in Mathematics;
- ensure teaching methods encourage both girls and boys to participate equally in the full range of planned learning activities;
- have equally high expectations of both girls and boys;
- use a range of assessment methods and different types of questions in tests and exams.

It is important to ensure that:

- girls and boys are equally praised, rewarded or reprimanded regardless of sex;
- equal time is given to the success of girls in sport and other areas as to boys;
- extra curricular activities and clubs cover a variety of interests;
- the curriculum explores issues of sex-stereotyping and inequality;
- a wide range of career choices are presented to both girls and boys as possible and realistic options for themselves;
- incidents of sexual harassment are taken seriously and dealt with through an established procedure and in a manner that supports the person who has been harassed;
- the roles and responsibilities of members of staff and other adults in the school do not reinforce gender stereotypes.
- all children take an equal responsibility for various tasks in school

6.0 Implementing the Policy

The College will annually review equality through the following mechanisms:

College attainment by protected characteristics and other identified groups

- Analysis of all discrimination incidents.
- Attendance and exclusions analysis.
- Recording equality induction and training of all (new) staff.
- Annual reporting to the Governors' will ensure that the review of the PSED takes place and that implications and targets are set.

7.0 Monitoring and Review

All members of staff and the governing body have responsibility for the implementation of this policy. Governors will evaluate the effectiveness of the policy every three years via the Resources and Environment Committee.

7.0 Equality Impact Assessment

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes. Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.

Any complaints regarding the implementation of this policy can be addressed through the Trust complaints policy.