**Equalities Policy**

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<th>Approved by the PRU Management Committee on:</th>
<th>17th October, 2019</th>
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<td>Responsible person:</td>
<td>Dallas Goodhall</td>
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<td>School’s annual review date:</td>
<td>October 2020</td>
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**What this policy is about – Definition**

This is a statutory policy to promote the understanding of the principles and practices of equality and to strive to provide opportunities and experiences to ensure that all are included in all areas of school life. City of Birmingham School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

COBS is committed to promoting the welfare and equality of its staff, pupils and other members of the school community. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

**Aims**

- To equip pupils with an awareness of our diverse society and to appreciate the value of difference.

- To regard every member of our school (learners, job applicants or staff) as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender (including gender reassignment), disability, sexual orientation, religion and belief, marital/civil partnership status or age.

- To acknowledge and respect other peoples’ beliefs and sensitivities and to foster an awareness of the needs of others.

- To ensure that pupils and staff recognise that discrimination on any basis is not acceptable.

- To provide an environment in which all pupils and staff feel safe and able to express and question views.

- To ensure the principles and practices of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents/carers governors and visitors.

- To positively challenge any discriminatory practice as active members of the school community, giving regard to the individual’s ability to learn and to change.
• Equality practices will be evident in
  a) the formal curriculum (the programme of lessons);
  b) the informal curriculum (extra-curricular activities); and
  c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy

The Equality Act 2010 provides a single legal framework with three broad duties:

**Eliminate discrimination**, harassment, victimisation and other unlawful conduct prohibited by the Act

**Advance equality of opportunity** - between people who share a protected characteristic and those who do not

**Foster good relations** - between people who share a protected characteristic and those who do not

The duty covers race, sex, disability, age, gender reassignment, religion or belief, sexual orientation and pregnancy and maternity. It also – with regard to eliminating discrimination covers marriage and civil partnership.

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
In relation to admissions.
In the way it provides education for pupils.
In the way it provides pupils access to any benefit, facility or service.
By excluding a pupil or subjecting them to any other detriment.
The responsible body for the school is the PRU Management Committee.

The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to “old pupils” communications and activities.

The school will promote equality of opportunity for all staff and job applicants.

Principles
- Every aspect of Centre activity has an equalities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the ‘hidden curriculum' of social interaction amongst and between staff and pupils.
- Pupils are seen as individuals and each pupil’s education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions and behavioural strategies.
- The environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.
- Equalities is considered, promoted and delivered through all school activities and procedures. It ensures all pupils are able to access their curriculum and school life entitlement.
- We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and ethos of the school.
- We strive to counter negative, patronising and stereotyped views.
- We accept that there are gender inequalities in our society, which impose limits, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- The school will ensure good equalities practice in relation to all matters of employee relations.
- With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion.

Procedures
- The Equality Act 2010 is borne in mind when activities are planned and Risk Assessments carried out.
- Pupils and staff will be provided with knowledge of their rights and responsibilities to prepare them for a life in the wider society.
- Pupil and staff names will be accurately recorded and correctly pronounced. Everyone will be encouraged to accept and respect names from other cultures.
- Discriminatory symbols, badges and insignia on clothing and equipment are forbidden in school.
- The school will adopt equal opportunities in recruitment and selection. In all staff appointments the best candidate will be appointed based on the specified professional criteria.
• All cases of discrimination or prejudice will be taken seriously, investigated and acted upon, as appropriate, according to existing disciplinary, and/or complaint procedures. A record of all such incidents and outcomes will be kept.
• We will support pupils to wear special forms of dress where these are an essential part of their religious or cultural background.
• We will provide a curriculum that avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex.

In delivering sexual equality in the school we will ensure:
• that teachers allocate their time fairly between the sexes,
• that all pupils have opportunities for working with other pupils of both sexes,
• that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
• we do not differentiate between the sexes in respect of our school uniform.

Positive Action
• Relationships between all members of the school community should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware, in a supportive manner, of the unacceptable nature of his/her behaviour.
• When it is inappropriate to address the issue between staff then a member of the leadership team must be made aware and they will then address the incident with the staff or pupil.
• In extreme circumstances formal procedures may be taken.

The Head of Centre/Assistant Head will ensure that:
• parents/carers and pupils know that the school has an equalities policy and is committed to equality of opportunity for all pupils.
• a copy of the policy will be held by the school office at all times, which parents and pupils may access. A copy of the policy will be made available to anyone who wishes it.
• all members of the school community will be made aware of the school policy on equalities.
• equality of opportunity underpins all management procedures.
• all staff feel valued and supported and have appropriate advice and encouragement for professional development.

Roles and responsibilities

All staff are expected to:
• strive to raise the level of awareness amongst those working with pupils, and amongst pupils themselves about the rights of all individuals to have access to Equal Opportunities, irrespective of race; gender; religion; linguistic background; culture; ability; sexuality; size; age; disability or status.
• give Equalities a high priority in order that they are an implicit part of daily life at the school.
• ensure that displays reflect a range of cultures and races.
• obtain resources which reflect the cultural and racial backgrounds of our children to support positive self-imagery.
• ensure that resources do not include any discriminatory or inappropriate content and ensure inclusion of positive role models from all groups (e.g. include non-sexist books which value the achievements of women as well as men).

All Pupils will:
• recognise that discrimination on any basis is not acceptable.
• feel safe and able to express their feelings.
• contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

Monitoring and Evaluation

Monitoring of achievement, accreditation, exclusions, attendance and entitlement by ethnicity, gender and learning difficulty will take place to ensure pupils are not discriminated against.

The City of Birmingham School is committed to the safeguarding of children and young people. We operate Child Protection procedures in line with LA guidance. City of Birmingham School incorporates safe procedures including formal risk assessments for young people to ensure pupils’ health, safety and wellbeing.

How to get more information
The best way to get more information is to speak to a staff member at your local centre, or the one where your child attends.