





## EQUALITY INFORMATION & OBJECTIVES

|                                     |              |
|-------------------------------------|--------------|
| <b>Document owner:</b>              | JC           |
| <b>Responsible Trust Committee:</b> | HR and Legal |
| <b>Date Approved:</b>               | January 2018 |
| <b>Review Date:</b>                 | January 2019 |

|  |  |
|--|--|
| <b>Approved Signature (Principal):</b>   | <br>Date ( 4.1.18 ) |
| <b>Approved Signature (Trust Board):</b> | <br>Date ( 4.1.18 ) |

## Equality Information & Objectives

### 1. Mission

Chichester Free School will:

- **Nurture** children in a safe, happy and caring environment where every child will be known, positive behaviour is rewarded and there will be a strong sense of community between child, home, school and community
- **Challenge** children to recognise and respect one another so we all may learn and grow together. Our curriculum, including the extended day provision, will stimulate and challenge every individual, inspiring a passion for learning. Such challenge requires courage on the part of all members of our community.
- **Inspire** children towards the highest standards of behaviour as the foundation for individual success and a culture of well-being, warmth and exciting futures. We will inspire confident, happy, creative and articulate young people who will emerge with a clear vision for their future

Chichester Free School's pastoral care is based on the four Cardinal Virtues of Wisdom, Temperance, Justice and Courage:

- **Wisdom** – The wisdom to recognise the importance of context, history, circumstance and intention in every act. We wish to create a culture where the contexts and circumstances of everyday life enable all members of our community to intend excellence in behaviour and achievement. The wisdom to praise effort as much as achievement and to choose well now, even when this is the harder path.
- **Temperance** – To seek self-control so all members of the community act thoughtfully, internalising self-regulation, rather than giving in to impulse or always relying on others to set boundaries. We will be modest in asserting our own rights, prudent in exercising our energies, resilient when faced with difficulty, demonstrating humility and forgiveness in our dealings with others.
- **Justice** – To act fairly, finding evidence first, not fault. To recognise that behaviour is an act carried out by a person. Whether rewarding or punishing, we seek to build the character of the individual and the school through the just actions we take in response. We will listen proactively to all members of the community to form the just culture of the school. To demonstrate justice every day in the respect we show for all members of the community and beyond, and for the material fabric of the school.
- **Courage** – The courage to do what is right when doing what is right is hard, to challenge poor behaviour, speak up for minority groups, or those who are being mistreated and the courage to seize opportunities despite what others might think.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At CFS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Mainstreaming Equality into Policy and Practice

As well as the specific objectives set out beneath this information; Chichester Free School operates equality of opportunity in its day-to-day practice in the following ways.

### Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of students
- monitor achievement data by ethnicity, gender and disability and action any gaps
- take account of the achievement of all students when planning for future learning and setting challenging targets
- ensure equality of access for all students and prepare them for life in a diverse society
- use materials that reflect the diversity of the School, population and local community in terms of race, gender and disability, without stereotyping
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- seek to involve all parents in supporting their child's education
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- use teaching and classroom-based approaches appropriate for the whole School population, which are inclusive and reflective of our students

### Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the School's Behaviour and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### 3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Chichester Free School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the School reflects the diversity of our community.

#### Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

### 4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005) and the Equality Act (2010).

#### Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective student by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to students, and so the School is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. The School must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

#### **4a. Race Equality**

The definition of race includes colour, nationality and ethnic or national origins.

#### **4b. Disability**

This section should be read in conjunction with the School's Special Educational Needs Policy and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish equality information and objectives which cover the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- review and revise this Scheme every three years

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

Under our specific duty we will:

- prepare and publish equality information and objectives which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- review and revise this Scheme every three years

#### **4d. Sexual Orientation**

The Equality Act 2010 makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

#### **4e. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## 5. Consultation and Involvement

It is a requirement that the development of this information and the objectives within it have been informed by the input of staff, students and parents / carers. We have achieved this by using the following to shape the information and objectives:

- Feedback from the parent questionnaire, parents' evenings, parent forum meetings.
- Input from staff meetings / INSET.
- Feedback from the school council, PSHE lessons, and surveys on children's attitudes to self and school.
- Issues raised in reviews of student progress
- Feedback at governing body meetings.

## 6. Roles and Responsibilities

### The role of Governors:

- The governing body has set out its commitment to equal opportunities in this document and it will continue to do all it can to ensure that the School is fully inclusive to students, and responsive to their needs based on the protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our School on grounds of the protected characteristics.
- 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 students.
- The governors welcome all applications to join the School, whatever a child's socio-economic 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, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

### The role of the Principal:

- It is the Principal's role to implement the School's equality objectives and he is supported by the governing body in doing so.
- It is the Principal's role to ensure that all staff are aware of the equality objectives, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal 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 Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The role of all staff (teaching and non-teaching):**

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the School's equality information and objectives.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 7. Tackling Discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal where necessary. All incidents are reported to the Principal and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act. For example, making an allegation of discrimination.

Types of discriminatory incidents that can occur are:



- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into the academy.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole School.

Our procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family
- Response to perpetrator and family
- Incident form to be recorded electronically or on SIMS
- Incidents to be reported to governing body on a termly basis
- Action taken to address issue with year group / School if necessary e.g. through tutor / DEAR time / assembly

## **8. Review of Progress and Impact**

Our Governing Body has agreed the equality objectives. We have a rolling programme for reviewing our academy policies and their impact. In line with legislative requirements, we will review progress against our equality objectives annually and review the entire information and objectives on a three-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.



## 9. Publishing the Objectives and Demonstrating Compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the School website.
- Raise awareness of the objectives through the School newsletters, assemblies, staff meetings and other communications.



## **Equality Objective 1:**

*To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.*

### **To achieve this objective we plan to:**

Achieving our mission will not be easy, but research has shown that it can be achieved if we:

- Operate strict routines and protocols.
- Have an unwavering focus on results.
- Offer the very best teaching and support.

Using the Pupil Premium effectively is a key part of our strategy for closing the gaps (see School website for details of our Pupil Premium allocation, spend and impact).

### **Progress we are making towards achieving this objective:**

Current Secondary gap analysis shows that there are currently no significant differences in the progress made by different ability, gender, socio-economic or ethnic groups. In fact there are several examples where these groups are outperforming the relevant out groups.

Primary gap analysis shows that there are currently no significant differences in the progress made by different ability, gender, socio-economic or ethnic groups. Where gaps exist these are a function of very few pupils in a sub-group and are being addressed directly through further focused intervention.



## **Equality Objective 2:**

*To increase the representation of male primary teachers and LSAs over a three-year period (Sep 2014 to Aug 2017), so that this group increases to 20% of the teaching workforce and to 14% of the LSA workforce.*

### **To achieve this objective we plan to:**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we will be concerned to ensure wherever possible that the staffing of the School reflects the diversity of our community.

We will ensure that our recruitment processes include significant mention of gender equality.

The Principal will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.

We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination by September 2017.

### **Progress we are making towards achieving this objective:**

As of September 2016, 17% of the primary teaching workforce are male, whilst 21% of the primary LSA workforce are.



### **Equality Objective 3:**

*To ensure all children are given experience of other cultures and development needs around the world*

#### **To achieve this objective we plan to:**

Audit curriculum provision to ensure that other cultures and development needs are addressed.

Celebrate diversity of cultures through curriculum provision and through other experiences, eg focus on the foods, customs and celebrations of other cultures

Ensure that our focus is not just on the traditional standout features of educational attention towards other cultures, but that we address the developmental needs of different countries and how the UK and other western nations interact with these needs

#### **Progress we are making towards achieving this objective:**

Our curriculum audit compiled for our SMSC review identifies plenty of opportunities for pupils to explore other cultures in interesting and challenging ways

We are exploring ways to give pupils the chance to explore the developmental needs of different countries