

GORDON'S SCHOOL

EQUALITY POLICY

The core principle that guides everything we do is **Putting Students First**.

1. Introduction

This policy sets out Gordon's School's approach to promoting equality as defined within the Equality Act (2010) and the Equality Act 2010 (Specific Duties) Regulations 2011 and will be reviewed on an annual basis.

This policy will cover:

1. Our aims and values
2. The School's overall approach to promoting equality and diversity and tackling discrimination
3. Specific reference to sex, race, disability, religion or belief, sexual orientation, students who are pregnant and students who are undergoing or have undergone gender re-assignment
4. Roles and responsibilities
5. Monitoring, reviewing and assessing impact

2. Our Vision

The School will strive to:

1. Develop a strong sense of self-esteem and robust self-confidence in all students
2. Recognise and celebrate the achievement of all students
3. Promote understanding of value-added methods for evaluating achievement
4. Promote staff, students' and parents' understanding of our equality policies and practices and secure their commitment to them
5. Promote parental involvement in their children's education and encourage the regular participation of all parents in celebratory, consultative, information gathering and social events
6. Implement a range of methods to gather staff, student and parental opinion and serious consideration of the trends and ideas expressed

3. Protected Characteristics

The Equality Act (2010) requires all public sector organisations to promote equality across the full range of protected characteristics, namely:

- Race
- Disability
- Gender Reassignment
- Religion or Belief
- Sex
- Sexual Orientation
- Pregnancy or Maternity
- Age
- Marriage and Civil Partnerships

4. Promoting equality and diversity and tackling discrimination

This policy reflects the School's statutory duties in relation to the protected characteristics above and to promoting community cohesion. The duties cover staff, students, parents/carers and people using the services of the School. It also includes the School's priorities and actions to eliminate discrimination and harassment for these areas.

Under current legislation all schools have a general duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act (2010)
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
3. Foster good relations between persons who share a protected characteristic by tackling prejudice and promoting understanding.

4.1 Race Equality

The general duty to promote race equality means that we have due regard to:

- i. Eliminate unlawful racial discrimination
- ii. Promote equality of opportunity
- iii. Promote good relations between people of different racial groups

4.2 Disability Equality

The general duty to promote disability equality means that we have due regard to:

- i. Promote equality of opportunity between disabled people and other people
- ii. Eliminate unlawful discrimination
- iii. Eliminate disability related harassment
- iv. Promote positive attitudes towards disabled people
- v. Encourage participation by disabled people in public life
- vi. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

4.3 Accessibility

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

- i. Increase access to the curriculum
- ii. Make improvements to the physical environment of the School to increase access
- iii. Make written information accessible to students in a range of different ways

We ensure that disabled students do not receive less favourable treatment and to do this the School has a duty to make reasonable adjustments.

4.4 Gender Equality

The general duty to promote gender equality means that we have due regard to:

- i. Eliminate unlawful discrimination and harassment
- ii. Promote equality of opportunity between all genders

The duty also includes the need to consider actions to address the causes of any gender pay gap.

4.5 Transgender and students questioning their original gender

Transgender people are explicitly covered by the gender equality duty. The term 'transgender' 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 the School community.

4.6 Age, sexual orientation, religion, belief, pregnancy and maternity

We ensure that we do not discriminate on these grounds and we take all reasonable actions to eliminate discrimination and harassment for these equality areas.

4.7 Community Cohesion

We always aim to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious socio-economic groups.

5. Roles and responsibilities

5.1 The Governing Body is responsible for:

- a) Ensuring the School complies with current equality legislation by regular monitoring
- b) Ensuring this policy and its procedures are followed

5.2 The Head Teacher is responsible for:

- a) Ensuring the policy is readily available and that the governors, staff, students and parents/carers know about it by publishing the policy
- b) Ensuring its procedures are followed
- c) Providing regular training for all staff and students on the policy
- d) Ensuring all staff know their responsibilities and receive training and support in carrying these out
- e) Taking appropriate action in cases of harassment and discrimination

5.3 All School staff are responsible for:

- a) Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- b) Promoting equality and avoiding discrimination against anyone
- c) Attending relevant training

5.4 All students are responsible for:

- a) Keeping the School informed of any concerns regarding equality and diversity issues.

5.5 Parents / Carers are responsible for:

- a) Bringing equality and diversity issues to the School's attention where appropriate.

5.6 Visitors and contractors are responsible for:

- a) Meeting the School's published expectations of equality.

6. Overseeing equality practices

Responsibility for overseeing equality practices in the School lies with the Head Teacher and the Governing Body through:

- i. Co-ordinating and monitoring work on equality issues
- ii. Dealing with and monitoring reports of harassment
- iii. Monitoring the progress and attainment of potentially vulnerable groups of students
- iv. Monitoring exclusions to ensure no vulnerable group is discriminated against

7. Monitoring, reviewing and assessing impact

The School will do this by:

- collecting and analysing equality information for students at Gordon's
- collecting and analysing equality information for employment and governance at Gordon's
- consultation and involving stakeholders
- The Community Cohesion agenda in school is led by the Assistant Head (Pastoral) and initiatives are put in place and monitored by the Community Cohesion Working Party at termly meetings.

The Single Equality Scheme at Annex A has more detail on how the school implements the Equality Policy.

The School systematically monitors all its policies, procedures and practices to ensure they are genuinely accessible and meet the needs of all our staff, students and the local community.

Josephine Boorman, Assistant Bursar

Helen Carruthers, Deputy Head (Pastoral)

Reviewed: June 2023

ANNEX A

GORDON'S SCHOOL SINGLE EQUALITY SCHEME: SEPTEMBER 2022 – SEPTEMBER 2026

A. General Duty

Duty	Examples of Actions Taken
Eliminate conduct that is prohibited by the Equality Act 2010	<ul style="list-style-type: none">▪ The school has a monitoring system in place (SIMS) for tracking incidents of bullying and each House has Anti-bullying Ambassadors. There is a wide range of anti-bullying strategies in place – see policy for details▪ The school policies are reviewed on an annual basis and the Equalities policy complies with the requirements of the Equalities Act 2010▪ Bullying, Racist & Homophobic incidents are recorded, sanctioned and audited by governors termly.▪ The school has a robust Equality Policy
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none">▪ The school promotes integration within the boarding houses through diet, themed menus, religious festivals, cultural days, dorm allocations, displays etc.▪ The school holds International Schools status.▪ Diversity is promoted within the curriculum (particularly in English through set texts and Drama), in displays around the school and specifically in PSHE and in the School's commitment to SMSC, for example during Sixth Form Culture day▪ The school raises awareness and promotes initiatives through the assembly programme and through student-led societies▪ Multi-faith is celebrated in the Chapel programme

<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> ▪ Student Voice is a key aspect of our student culture and students are regularly and actively consulted on a range of issues in Houses, House Committees and Focus Groups for Residential Boarders and at Boarders' Council meetings ▪ The school has raised awareness of staff, parents and students to the problems related to minority groups' characteristics through the student-led ID+ society, Cultural Society, PSHE, assemblies, in Drama, through outside speakers. ▪ Prefects are briefed in dealing with incidents such as bullying etc ▪ We run Nurture Groups and have trained Anti-bullying Ambassadors ▪ Houses run a "buddy" system for new students ▪ Transition activities in Year 7 ▪ Vertical groups in Houses foster supportive relationships with older students as role models supporting younger, more vulnerable students
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B. Evidence of Equality Analysis Undertaken

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of analysis
Equal Opportunities including Equality Policy	Reviewed	Policies streamlined and updated to comply with the Equality Act 2010.
Behaviour	Through termly analysis of incidents logged on SIMS and presented to the Head & Governors in Pastoral Report. In review of annual Behaviour Policy House Committees, Focus Groups, Anti-bullying meetings and other Student Voice opportunities give students the forum to raise concerns about behaviour Welcome back assemblies at start of each term to remind them about behaviour expectations and the indicative table of sanctions	Policy reviewed and updated annually All pastoral staff maintain a high profile stance on good behaviour and mutual respect and are regularly trained on behavior management Students understand the system of sanctions and the schools high expectations through assemblies and classroom and House posters
Anti-Bullying	As above and review of anti bullying in PSHE syllabus Students complete anonymous anti-bullying poll on Firefly on a regular basis Boarding and Anti-bullying Governor meets the anti-bullying committee where these issues are raised	School is working towards Silver/Gold Anti-bullying Charter Award PSHE syllabus updated

Special Educational Needs	Analysis as above by Statements/ SEN register Link Governor liaises closely with SEN dept	Progress of specific groups of students is monitored and tracked and measures put in place eg extra LSA support where we feel there is a need Extra support for EAL students CPOMS shares SEN tracking with key pastoral staff SENCO and Assistant Head review sanctions for SEN students before they are issued
Recruitment and Retention	SLT	The policy has been updated and complies with the Equality Act.

C. Details of Engagement Undertaken

Individual/Group engaged or consulted with	Outline of nature of the engagement	Summarise outcomes from consultation
Head Teacher's Open Door	The Head is available one evening and one morning per week for parents to drop in, without an appointment, to discuss any issues that they may have	Individual concerns have been raised and dealt with here eg food for Muslim students, provision of a prayer room
Meet the Head Teacher Meetings	Held annually for all parents with an open agenda	Relevant issues raised eg trousers for girls.
Meeting with GSPA and SLT	Termly meeting between GSPA and a member of SLT where thoughts on possible future developments are shared and to hear the views of parents on issues of interest/concern.	Any issues pertinent to equality / diversity can be raised here.
A range of support from outside agencies: eg. <ul style="list-style-type: none"> • CAMHS – Community Adolescent Mental Health • REMA(EAL) • Inclusion Officer • Advisory teachers for HI/VI/BESD/Learning and Language/Physical Disability/SALT/SHAPE etc (complete list held by SEN dept) 	Ongoing liaison and input to life of school. Consulted on a range of issues pertaining to student well being and the development of policy on bullying, behaviour, SEN and equalities	Representatives continue to work with the school

D. Equality Objectives

Characteristic	Objective	Success Criteria	Date for Review	Responsibility
Pregnancy & Maternity	To develop a specific policy for managing and supporting teenage mothers	Policy in place and available if required	Annually	Welfare Officer
Disability	To continue to monitor and support pupils with disabilities	Enhanced staff awareness of SEN issues (training on Inset Day) Training and support for staff on managing specific pupils	Annually	SENCO
Gender	To continue to monitor and improve outcomes for underachieving boys To have equal opportunities across the curriculum and co-curricular activities Uniform policy reviewed and updated to be non-gender specific	Intervention Programme in place and reduction in attainment gap Group achieve target grades Leadership opportunities, sports etc are open to all Non-gender specific uniform	Annually	DHs /Ass Head Personal Development /HoHs
Race	To continue to raise awareness of racial issues through assemblies, PSHE, themed meals etc	PSHE syllabus reviewed to reflect issues low number of racial bullying incidents	Annually	Ass Head Personal Development/ DH

Religion & Belief	<p>To continue to broaden student awareness of different faiths/beliefs</p> <p>To cater for the needs of students from other faiths/beliefs</p>	<p>RE/PSHE Syllabi reviewed</p> <p>Houses/assemblies to continue to celebrate different faiths/beliefs</p> <p>Provision to support specific needs of these students eg prayer room/food</p>	Termly	<p>Ass Head Personal Development /RE</p> <p>HoHs</p> <p>School Chaplain</p>
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Sex	<p>To continue to promote gender equality and work to further close the attainment gap between boys/girls</p> <p>To raise awareness of “sexting”, child on child abuse and healthy relationships</p>	<p>Attainment gap continues to close</p> <p>PSHE syllabus reviewed and low level of sexual harassment incidents</p>	<p>Annually</p> <p>Annually</p>	<p>DH Curric</p> <p>Ass Head Personal Development/DH Pastoral/DSL/Ass Head Pastoral</p>
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