

Keswick



School

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EQUALITY (KSMAT/STAT/007)

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Signed:	<i>M. Ainsworth</i>
Date:	11/12/18

EQUALITY POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original	April 2012
2	Policy review	June 2015
3	Policy review	March 2017
4	Policy review – to include required exam disability appendix (Appendix G)	December 2017
5	Policy review – to include	November 2018

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EQUALITY POLICY

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EQUALITY POLICY

1.0 MISSION STATEMENT

- 1.1 We are committed to giving all pupils within the MAT every opportunity to achieve the highest of standards. Within this ethos of achievement, **we do not tolerate bullying and harassment of any kind**. We **actively tackle** racial discrimination, sexual harassment and discrimination, age discrimination, discrimination on the grounds of religion and belief, discrimination on the grounds of sexuality, discrimination against those with a disability and promote equal opportunities and good relations between and amongst all.
- 1.2 We aim to ensure that every school within the MAT promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. Our schools' admissions policies are equally open to pupils of all groups.
- 1.3 We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.
- 1.4 The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, 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.

Keswick School MAT believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2.0 THE EQUALITY ACT 2010

- 2.1 Under the provisions of the Equality Act 2010 all previous equality legislation has been harmonised, the groups covered by the individual acts are now known as 'protected characteristics' and are listed below
- Age
 - Disability
 - Gender Reassignment
 - Marriage and Civil Partnership
 - Pregnancy and Maternity
 - Race
 - Religion or Belief
 - Sex
 - Sexual Orientation

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3.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

3.1 As well as the specific actions set out beneath this Policy; the MAT operates equality of opportunity in its day to day practice in the following ways.

3.2 Teaching and Learning

3.2.1 We aim to provide all our pupils 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 pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils 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 pupils 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;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

For further details please refer to Appendix B

3.3 Admissions and Exclusions

3.3.1 Our admissions arrangements are fair and transparent, and do not discriminate on the grounds of a protected characteristic or socio-economic factors.

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

4.0 EQUAL OPPORTUNITIES FOR STAFF

4.1 This section deals with aspects of equal opportunities relating to staff at Keswick and Bassenthwaite School.

4.2 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.

4.3 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.

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For further details please refer to Appendix C

4.4 **Employer Duties**

4.4.1 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.

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

4.4.3 Actions to ensure this commitment is met include:

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

5.0 **EQUALITY AND THE LAW**

5.1 There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010), Race Relations (Amendment) Act (2000) and Disability Equality Duty (2005).

5.2 The action plan at the end of this Equality Policy outlines the actions Keswick and Bassenthwaite School will take to meet the general duties detailed below.

5.3 **Race Equality**

5.3.1 This section of the Policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. For the purpose of the Policy 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups.

5.3.2 The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.
- Under our specific duty we will:
 - Prepare an Equality Policy which includes our written policy for race equality;
 - Assess the impact of our policies, including this Policy, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
 - Monitor the impact our policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

5.4 **Disability**

5.4.1 This section should be read in conjunction with the school's Special Educational Needs Policy.

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5.5 Definition of Disability

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

5.5.2 The DDA 2005 has also extended the definition of disability as follows:

- 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.

5.6 Legal Duties

5.6.1 The Disability Discrimination Act (DDA) 2005 placed 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.

5.7 Gender Equality

5.7.1 The Gender Equality Duty 2006 placed 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 pupils and between women and men and transgender people.

5.7.2 Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between male and female.

5.8 Sexual Orientation

5.8.1 The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

5.8.2 The Equality Act (Sexual Orientation) Regulations 2007 made discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

5.9 Community Cohesion

5.9.1 The Education and Inspections Act 2006 inserted 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 pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty has been in force since 1 September 2007.

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5.10 Age Discrimination

5.10.1 As an employer, Keswick School MAT is required to ensure that all employment practises are based on skills and competencies rather than age and there are no age related discriminatory working practices.

5.11 Religion or Belief

5.11.1 Under the Equality Act 2010, religion includes any religion. It also includes a lack of religion. A religion must have a clear structure and belief systems.

5.11.2 The main provisions of the regulations are to make direct and indirect discrimination against an employee or potential employee on the grounds of religion unlawful. They also make it unlawful to discriminate by way of victimisation, or to harass an employee on grounds of religious belief

6.0 CONSULTATION AND INVOLVEMENT

6.1 The development of this policy and the actions within it have been informed by the input of staff, pupils, parents and carers. We have achieved this by using the following to shape the policy:

- Feedback from parents via parents' evenings and the parent school council;
- Input from staff or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Governing Body meetings.

7.0 ROLES AND RESPONSIBILITIES

7.1 The Role of Governors

7.1.1 The Local Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the individual MAT schools are fully inclusive to pupils, and responsive to their needs.

7.1.2 The Local Governing Body seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of any protected characteristic.

7.1.3 The governors take all reasonable steps to ensure that the MAT school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

7.1.4 The governors welcome all applications to join the school, whatever a child's socio-economic background or particular protected characteristic.

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7.1.5 The Local Governing Body will ensure that no child is discriminated against whilst in our school on account of a protected characteristic.

7.2 **The Role of the Head Teacher (or Senior Leader responsible for Equalities)**

7.2.1 It is the role of the Head Teacher to implement the MAT's Equality Policy and s/he is supported by the Local Governing Body in doing so.

7.2.2 It is the role of the Head Teacher to ensure that all staff are aware of the MAT Equality Policy, and that teachers apply these guidelines fairly in all situations.

7.2.3 The Head Teacher ensures that all appointment panels give due regard to this Policy, so that no-one is discriminated against when it comes to employment or training opportunities.

7.2.4 The Head Teacher 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.

7.2.5 The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.

7.3 **The Role of all Staff: Teaching and Non-Teaching**

7.3.1 All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the MAT's Equality Policy.

7.3.2 All staff will strive to provide material that gives positive images based on race, gender, age, sexual orientation, religion or belief and disability, and challenges stereotypical images.

7.3.3 All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

7.3.4 Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8.0 **TACKLING DISCRIMINATION**

8.1 Harassment on account of a protected characteristic is unacceptable and is not tolerated within the school environment.

8.2 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 pupil's individual circumstances.

8.3 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the relevant middle or senior manager. All incidents are reported to the Head Teacher and racist incidents are reported to the Local Governing Body on a termly basis.

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8.4 **What is a Discriminatory Incident?**

8.4.1 Harassment on grounds of a protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

8.4.2 A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

8.3 **Types of Discriminatory Incident**

8.3.1 Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, ageist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, ageist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- 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. religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

8.4 **Associative Discrimination**

8.4.1 Direct discrimination, against someone because they associate with another person who possesses a protected characteristic

8.5 **Perceptive Discrimination**

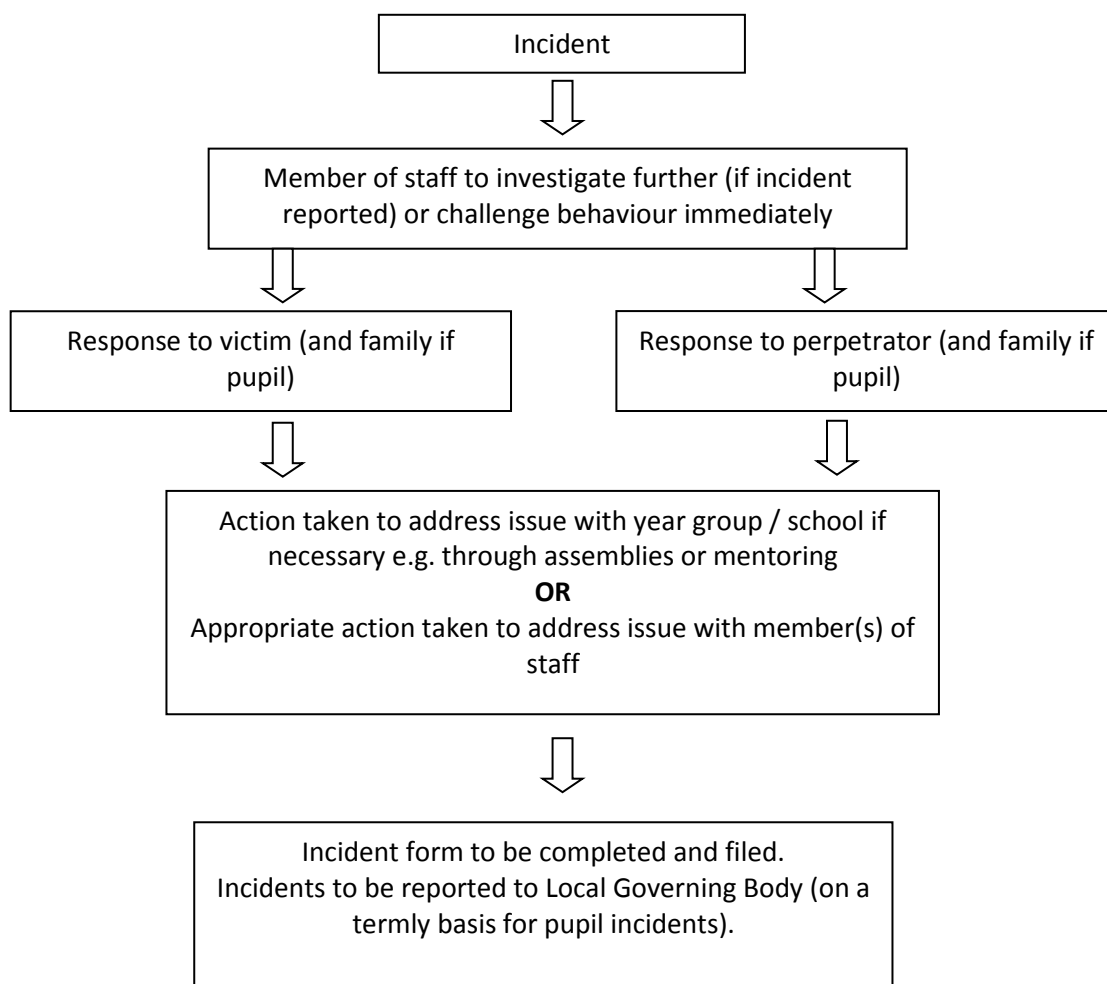
8.5.1 Direct discrimination, against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

9.0 **RESPONDING TO AND REPORTING INCIDENTS**

9.1 It should be clear to pupils 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.

9.2 The procedure for responding and reporting is outlined below:

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10.0 REVIEW OF PROGRESS AND IMPACT

- 10.1 The Policy has been agreed by all Local Governing Bodies. There is a rolling programme for reviewing all school policies and their impact. In line with legislative requirements, we will review progress against the Equality Policy annually and review the entire Policy and accompanying action Policy on a three year cycle.
- 10.2 MAT schools will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

For further information see appendix E

11.0 PUBLISHING THE POLICY

- 11.1 In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
- Publish this Policy on all school websites;
 - Raise awareness of the Policy through the school newsletter, assemblies, staff meetings and other communications;
 - Make sure hard copies are available.

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Check list for School Staff and Governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, Policy and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Policy been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

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Ensuring Equality of Opportunity and Participation

The MAT will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the MAT's Equality Policy;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The MAT will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The MAT will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to MAT schools and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;

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- Actively seek to recruit disabled people to the Local Governing Bodies and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The MAT will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender, disability or ethnicity;
- Keep a record and report how these incidents are dealt with to the Local Governing Bodies on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The MAT will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The Local Governing Bodies will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Policy. We will place the report alongside the Policy on websites.

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Promoting Equality through the Curriculum

Teaching and Learning

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

- Ensure quality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all pupil groupings
- Take account of the performance of all pupils when policing for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN and Gifted and Talented policies)
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are to be encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

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Curriculum

At Keswick and Bassenthwaite School, we aim to ensure that our:

- Policies reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Ethos and Atmosphere

- At Keswick and Bassenthwaite School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be an 'openness' of atmosphere which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors
- Provision is made to cater for the spiritual needs of all the children through policing of both assemblies, classroom based and externally based activities

Resources and Materials

The provision of good quality resources and materials within Keswick and Bassenthwaite School is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints
- Show positive images of males and females in society including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

Language

We recognise that it is important at Keswick and Bassenthwaite School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians

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- Use first language effectively for learning

Extra-Curricular Provision

- It is the policy of Keswick and Basenthwaite School to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible and appropriate
- We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy

Provision for Bilingual Pupils

We make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children
- Those from refugee families
- Pupils whom English is an additional language
- Pupils who are new to the United Kingdom

Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

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Staff Related Issues

Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at all key stages
- We undertake to encourage the career development and aspirations of all individuals
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

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Impact Assessment

Appendix E

A template providing a framework for conducting an assessment of impact

Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed Key Topics	Disability	Ethnicity	Gender	Religion
1. Outcomes for learners	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whether or not they are disabled? • Or are disabled learners excluded, disadvantaged or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? • Or are people from certain backgrounds losing out? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whichever their gender? • Or are outcomes different for females and males with some being disadvantaged? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? • Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	<ul style="list-style-type: none"> • Is due account made of the specific needs and experiences of disabled people? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of different cultural backgrounds? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of women's and men's differing experience? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of the specific needs and experiences of pupils from all religious groups? • Or are some excluded or not included?

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3. Benefits for the workplace	<ul style="list-style-type: none"> • Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? • Or are reasonable adjustments for disabled staff not made? 	<ul style="list-style-type: none"> • Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? • Or are some excluded? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit, whichever their gender? • Or are there differential impacts, both positive and negative? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non-religious background? • Or are some excluded or not included?
4. Attitudes, relationships and cohesion	<ul style="list-style-type: none"> • Do our policies promote positive attitudes towards disabled people? 	<ul style="list-style-type: none"> • Do our policies promote positive interaction and good relations between different groups? 	<ul style="list-style-type: none"> • Do our policies promote good relations between males and females? 	<ul style="list-style-type: none"> • Do our policies promote good relationships / respect / tolerance / similarities between all groups?

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Principles and Criteria for Equality Impact Assessments

The DCSF is adopting seven principles for the completion of the European Quality Improvement System (EQUIAs), derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from The Department for Children, Schools and Families (DCSF) policies, practices and programmes:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- Whichever their gender

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- Whatever their gender

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status
- Mutual respect and good relations between boys and girls, women and men

Ref:	Performance Management Policy	Type:	Policy
Version:	02	Owner:	Deputy Head
Date:	March 2015	Status:	FGB Approved

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds
- Women and men

Principle 6: Current inequalities and barriers should be addressed and reduced

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

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Boys and girls, women and men

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people
- People of minority ethnic, cultural and religious backgrounds
- Women as well as men.

It is in the light of these seven principles that EQUIAs should be conducted.

Ref:	Equality Policy	Type:	Policy
Version:	03	Owner:	Deputy Head
Date:	March 2017	Status:	FGB Approved

Disability Policy – Exams KS3/KS3/KS4

1. The Equality Act 2010 (previously Disability Discrimination Act, DDA), Special Needs and Access Arrangements extends the application of the DDA to general qualifications.
2. All exam Centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.
3. A candidate's special needs requirements are determined by the SENCO. The SENCO will inform the Exams Officer of candidates with special educational needs who are embarking on a course leading to an exam.
4. The Exams Officer can then inform individual staff of any Access Arrangements that individual candidates may be granted during the course and in the exam.
5. Access Arrangements - identifying the candidates eligible for Access Arrangements is the responsibility of the SENCO. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.
6. Rooming for access arrangement candidates will be arranged by the Exams Officer/SENCO
7. Invigilation and support for access arrangement candidates will be organised by the Exams Officer/SENCO
8. Equality Legislation
All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of Centre.

The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Pupils who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. All Rooms will be appropriately set out to comply with exam regulations.
- The Exams Officer should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- Should the pupil require any access arrangements this will be processed by the SENCO or by the Exams Officer as soon as they are made aware of the need.

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- Specialist equipment will be provided by the School should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by the school.

Premises

Keswick School consists of a number of different buildings of different styles and ages whose functions have changed over the years. Wheelchair lifts ensure that everyone can access all buildings. The Sports Hall has a lift which can be operated on request.

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Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam room is the Sports Hall. For wheelchair users, it can be accessed via the terrace where there is a lift which may be used to access the hall. There is a toilet on the ground floor of the sports hall available for use. There is also wheelchair access to the Main school building and lifts to all floors if exams were to take place within school.
Use of crutches for broken leg or other lower limb complaint	The main exam room is the Sports Hall. For wheelchair/crutches users, it can be accessed via the terrace where there is a lift which may be used to access the hall. There is a toilet on the ground floor of the sports hall available for use. There is also wheelchair access to the Main school building and lifts to all floors if exams were to take place within school.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lit. Candidates are permitted the use of their coloured film overlays as required or may have their exam script photocopied onto designated coloured paper before the start of the exam. Candidates with a visual impairment may wish to receive large print exam scripts. These candidates would be given 2 desks in order to accommodate the additional exam material.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with a long term illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENCo.
Medication	Candidates that need to take medication during an exam, should liaise with our School Nurse in advance. All medication should be bagged and labelled with the name of the person for whom it is intended. This will be placed on the invigilator's desk and can be requested in need.
Diabetes	A list of candidates that have diabetes is on the invigilator's desk in all locations. Should a candidate need to test their sugar levels during an exam, they should be allowed to do so. A bag of food, glucose tablets, lucozade etc. is supplied. Rest breaks should be recorded.

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