



Blatchington Mill School

Single Equality Policy

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1. Policy Framework

At Blatchington Mill School we endeavour to provide every student with the support and opportunities needed to enable them to reach their challenging targets and to fulfil their potential.

Initiated:	Feb 2016
Groups Consulted:	Staff Students
Date Reviewed:	February 2016 by SLT
Audience	Parents Staff Governors Students
Policy located:	Website, 360 (Parents, Staff and Students)
Policy Format:	Full
Lead Member of Staff:	



2. Introduction

2.1 Why we have developed this Equality Policy

This Equality Policy for Blatchington Mill School and Sixth Form brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimization.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

2.2 Our School within the wider Context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

Contextual Information 2015/16

Students on roll	Total: 1,607		Girls: 789 (49.1%)		Boys: 818 (50.9%)	
Ethnicity	Asian or British Asian	61 (3.8%)	Black or Black British	33 (2.1%)		
	Chinese	14 (0.9%)	Mixed heritage	181 (11.3%)		
	White British	1196 (74.4%)	White - any other white background	89 (5.5%)		
	Other ethnic background	32 (2.0%)	Information not provided	1 (0.1%)		
Languages other than English	Arabic	57 (3.5%)	Bengali	27 (1.7%)		
	Chinese	9 (0.6%)	Farsi	12 (0.7%)		



spoken mainly in students' homes	French	5 (0.3%)		German	11 (0.7%)	
	Polish	8 (0.5%)		Portuguese	2 (0.1%)	
	Spanish	8 (0.5%)		Turkish	2 (0.1%)	
	Other	27 (1.7%)		% EAL	121 (7.5%)	
Disability	19 (1.2%)					
Sexual orientation (self-reported by Year 7-11 students Safe and Well School Survey)	Key Stage	KS3	KS4	Lesbian	0.82%	0.41%
	Bisexual	2.68%	9.28%	Prefer not to say	1.86%	1.86%
	Gay	0.35%	1.86%			
	Unsure	4.66%	4.33%			
Religion	Buddhist	11 (0.7%)		Christian	488 (30.4%)	
	Hindu	5 (0.3%)		Jewish	19 (1.2%)	
	Muslim	131 (8.2%)		No Religion	742 (46.2%)	
	Other religion	73 (4.5%)		Refused	1 (0.1%)	
	Sikh	3 (0.2%)				
Gender identity	We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. We also know that our parents and carers will be represented across all the protected groups.					

The school uses a range of data including Raiseonline, attendance data, SAWSS and Racist and Bullying Logs to develop action plans and objectives. A team of student Equality Commissioners have carried out learning walks and provided data and research to support the school's work on equality issues.

2.3 Our Visions Statement about Equality

Blatchington Mill seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment. As a community we celebrate our similarities and our differences.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.



2.4 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and have seek to involve the whole school community in order to ensure better outcomes for all. We aim:

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, sexual orientations, abilities and ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief
- sexual orientation*
- gender reassignment,**
- pregnancy or maternity



3. Our Approach

3.1 Introduction

As well as the specific equality objectives that we are working on and are set out in the Equality Information and Objectives June 2015 the school takes a whole school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

3.2 Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. 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 the protected characteristics (where possible) 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 the protected characteristics, without stereotyping;



- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom 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.

3.3 Support for pupils / students

At Blatchington Mill we provide an excellent standard of pastoral care through the Year Teams and PIER.

- All Year Teams are aware of mentoring programmes and promote associated activities and events amongst the student population.
- The school provides support and guidance for LGBT students both in the PSHE curriculum and through partnership work with Stonewall and Allsorts.
- Vulnerable students are recorded on the Vulnerable Pupil Register and Year Teams are proactive in providing support from local services and via the Early Help Hub.
- The school uses the findings of the annual Safe and Well at School Survey in order to shape pastoral support and target vulnerable groups in the school community.

3.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics.

The arrangements for the admission of children to this school at age 11+ are made by the Council. A detailed description of the arrangements is contained in the guidance *Secondary School Admissions in Brighton & Hove 2013/2014* which can be found at www.brighton-hove.gov.uk/schooladmissions.

However, parents/carers may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

- Children in the care of the local authority (looked after children);
- Children with strong medical or other exceptional reasons for attending the school;
- Children who in September 2015 will have an elder brother or sister at the school, **providing the family home is within the catchment area for the school**;
- Children living within the catchment area for the school;
- Other children.



If it should be necessary to decide between children within any of these priority groups, the local authority will use an electronic random allocation system to decide which of the children within that priority should be offered the available places. This system will be independently monitored.

3.5 Exclusions

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.

3.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

3.7 Hiring out our premises

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school / college values and Equality policy will not be permitted to hire rooms or use our grounds.



4. Our Staff

4.1 Staff (including Teacher, TAs, Supervisors and Student Teachers)

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

4.2 The Roles and Responsibilities with our School Community

Our Headteacher will:

1. ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy,
2. oversee the effective implementation of the policy,
3. ensure staff have access to training which helps to implement the policy,
4. develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available,
5. monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information,
6. ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

1. designate a governor with specific responsibility for the Equality Policy,
2. ensure that the objectives arising from the policy are part of the School Development Plan (SDP),
3. support the Headteacher in implementing any actions necessary,
4. engage with parents and partner agencies about the policy,
5. evaluate and review the policy annually and the objectives every 4 years.



Our Senior Leadership Team will:

1. have responsibility for supporting other staff in implementing this Policy,
2. provide a lead in the dissemination of information relating to the Policy,
3. with the Headteacher, provide advice/support in dealing with any incidents /issues,
4. assist in implementing reviews of this policy as detailed in the SDP.

Our pupils/students will:

1. be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability,
2. be expected to act in accordance with the Policy,
3. be encouraged to actively support the Policy.

Our parents/carers will:

1. be given accessible opportunities to become involved in the development of the Policy,
2. have access to the Policy through a range of different media appropriate to their requirements,
3. be encouraged to actively support the Policy,
4. be encouraged to attend any relevant meetings and activities related to the Policy,
5. be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

1. be involved in the development of the Policy,
2. be fully aware of the Equality Policy and how it relates to them,
3. understand that this is a whole school issue and support the Equality Policy,
4. make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

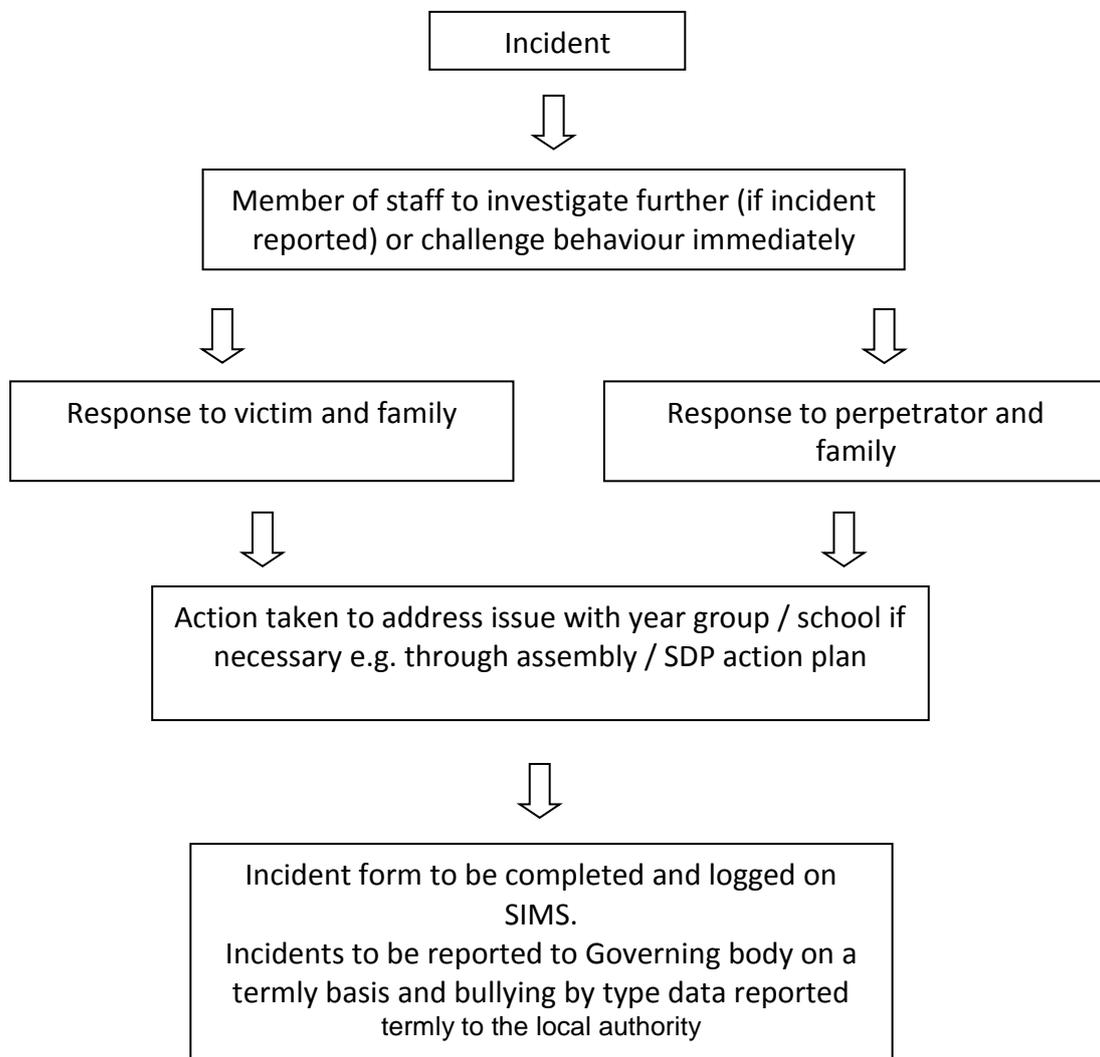
1. Be involved in the development of the Policy,
2. Be encouraged to support the Policy,
3. Be encouraged to attend any relevant meetings and activities related to the Policy.



5. Reporting, Recording and Responding

5.1 Reporting, recording and responding to prejudice based bullying and incident

Our Anti-bullying policy outlines how we define and act to prevent bullying of all forms and types.





6. Equality Practice

6.1 Involving the School Community in the Development of our Equality Practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

Student voice through SAWSS and PSHE has been listened to. In addition, comments are invited and the policy will be regularly monitored and reviewed by the Headteacher, Governors, staff and students to ensure it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.



7. Our Equality Objectives

In line with our statutory duties we publish annually equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

1. To improve the attendance of protected groups, including those in receipt of the Pupil Premium.
2. To reduce fixed-term exclusions for students from protected groups (RAISE online).
3. To increase the percentage of BME students reporting that they enjoy learning at school (SAWSS)
4. To increase the percentage of BME students reporting that they feel safe at school (SAWSS)
5. To increase the percentage of LGBT students reporting that they belong at this school (SAWSS)