



SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL

# Equalities Policy

Senior Lead Review: Rachael Holmes, Assistant Headteacher

Rhian Williams, DSL

Committee: PDW

Equalities Governor: Chair of Governors, Charlotte Redcliffe

Review Date: September 2021

Next Review: September 2023



*Inspire  
Empower  
Shape The Future*

## School Mission Statement / Principles

Agreed Equalities Statement:

“We believe that every member of our Borlase community has the right to be treated with respect and dignity. We strive to ensure that every person in our community is given a fair and equal opportunity to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. Our Borlase community works actively to promote equality, foster positive attitudes and is committed to an education for equality.”

September 2021, Borlase Equalities Society.

This policy links with other school policies and practices including:

- Anti-bullying Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding policy
- Curriculum policies, such as: PSHE

The school actively supports and encourages each individual student to develop their talents and realise their fullest potential in both academic and non-academic fields. The school aims to provide the quality of education to enable students to achieve their preferred next steps in higher education or employment

The school embraces, accepts, and promotes tolerance of individual differences and treating everyone with equal respect across the school and wider community.

### Legislative Context

The Equality Act 2010 replaces previous anti-discrimination laws with one single act. The public sector Equality Duty came into force on 5 April 2011 and applies to public bodies including schools. It supports good decision making by ensuring that schools consider how different people will be affected by their activities. We must under the general duty of public sector equality law, in the exercise of our functions, have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act.



- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not.
- Foster good relations between persons who share relevant protected characteristics and those who do not.

**Protected characteristics cover:**

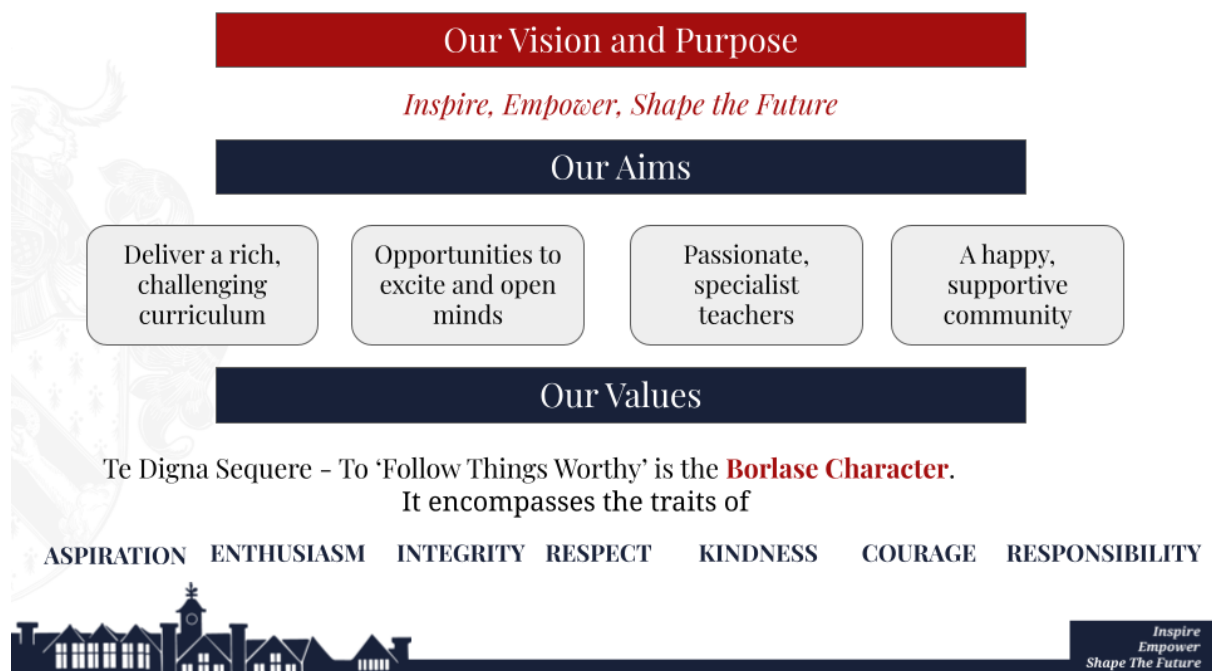
- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and Maternity
- Race - this includes ethnic or national origins, colour or nationality
- Religion or Belief - this includes lack of belief
- Sex
- Sexual Orientation.

**Commitment to Equality & Diversity**

Sir William Borlase's Grammar School is committed to ensuring equality for every person in the school community, regardless of age, disability, gender (including transgender), sexual orientation, religion/belief and race. The school acknowledges the value of being multicultural and multilingual. We seek to remove any barriers to access, participation, attainment and achievement. We promote diversity and community cohesion at school, in local, national and global levels. We aim to reflect the diversity of our local community and society and ensure that the education we offer recognises and celebrates different backgrounds, lifestyles, cultures and identities.



## Vision and Values



Within our happy, supportive community we foster a culture of respect for one another, valuing one another's differences, enabling everyone to flourish.

### 5. General Policy

- 5.2. Sir William Borlase's Grammar School condemns racism, sexism, homophobia and negative attitudes towards gender, disability and discrimination of any kind.
- 5.3. All students are encouraged and supported to develop self esteem and should feel valued as individuals.
- 5.4. Students are given many opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice through PSHE, societies, lectures, wider curriculum etc
- 5.5. Students are able to contribute to the development of the school's approach to Equalities and Diversity via PSHE, Equalities Society,
- 5.6. Positive attitudes towards gender, cultural diversity and special needs of all kinds should be included in all curricular, student welfare and staff policy approaches.
- 5.7. Students are encouraged to be open minded and to challenge prejudices; there are clear channels for reporting concerns.
- 5.8. Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone- all students and staff can expect to be listened to and have their complaints investigated. If a student or member of staff feels his or her complaint



has not been properly dealt with, he/she may take the matter to the Headteacher or to the Chair of Governors.

- Students or staff who have suffered racist, sexist, homophobic or other forms of personal, verbal and physical abuse or intimidation will be supported by the school and any person who has committed such offences will be appropriately dealt with in line with the school's Behaviour Policy and Staff Code of Conduct.
- The school's performance in equalising opportunity will be monitored, including in areas such as the use of resources, examination entries and successes and school leaver destinations.
- Bullying and harassment of any kind will be dealt with swiftly and may lead to exclusion or dismissal when any allegation is proven with no extenuating circumstances.
- The governing body will monitor and keep under review its recruitment, appointments, promotions, staff training and other staff policies to ensure there is no overt or covert discrimination. The right is reserved for specific appointments to recruit a female member of staff to comply with existing legislation e.g. the supervision of students changing for PE.

**To meet its duties in respect of Equality the school will aim to:**

- provide a secure environment in which all our students can flourish.
- eliminate any unlawful gender discrimination and harassment .
- eliminate any discrimination that is unlawful under the Equalities Act 2010.
- promote positive attitudes toward disabled people.
- encourage participation by disabled people in public life.
- prepare students to be part of a multi-ethnic, diverse society.
- help all students develop a sense of personal and cultural identity that is confident and open to change.
- acknowledge the existence of racism and take steps to prevent it.
- oppose all forms of racism, xenophobia, racial prejudice and racial or gender (including Transgender) harassment.
- work with parents and the wider community to promote equality of opportunity for all Transgender and other LGBTQ Students.

All young people are entitled to be treated with equality, irrespective of difference. If a young person believes themselves lesbian, gay, bisexual, transgender or questioning of their sexual orientation and/or gender, this should be met with tolerance and respect. If a student discloses that they may be Lesbian, Gay, Bisexual or Transsexual the Safeguarding lead should contact an external agency that can provide unbiased support. The school will follow the professional advice



of external agencies to support the individual student and recognises that a student may question their sexuality and the process of defining this may take some time.

### **Responsibilities**

It is the Governing Body's responsibility to :

- ensure compliance with Equality legislation
- set an admissions policy, which is fair and equitable in its treatment of all groups.
- be involved when appropriate in dealing with any serious breach of the policy.

The Headteacher has responsibility for:

- the implementation of the policy, its strategies and procedures
- ensuring that staff receive appropriate and relevant CPD
- actively challenging and taking appropriate action in any case of discriminatory practice
- dealing with any reported incidents of harassment or bullying
- ensuring there is feedback on Equality and Diversity to Governors annually (via PDW Committee) .

### **It is the responsibility of all staff to**

- be vigilant in all areas of the school for any type of harassment or bullying.
- deal effectively with all incidents of victimisation caused by perceived difference .
- identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- promote an inclusive curriculum and ethos which reflects the diversity of society and challenges bias and stereotyping
- promote equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation.
- keep up to date with equality legislation, development and issues by attending relevant training.
- challenge unacceptable language or attitudes.

### **It is the responsibility of Heads of Department and teachers to**

- actively seek opportunities to promote equality within their own subjects .
- ensure all students have access to their curriculum

### **It is the responsibility of parents to**



- positively influence their child's expectations about education as well as their attitudes and behaviour towards other students, staff and senior management including the Governors.
- positively influence their child with regards to equalities and diversity.
- understand the ethos of the school and becoming involved in school life (ie. open days, extended services, parents' councils, informal discussions with staff, parent evenings)

### **It is the responsibility of all students to**

- be aware of and comply with the school's values and approach to Equalities
- not discriminate on grounds of race, sexual orientation, religion, belief or non-belief, gender or other equality issues.
- report any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school.
- understand, value and celebrate diversity
- challenge stereotypes and prejudices
- treat others with respect

### **The Personal Development and Pastoral Programme will**

- take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups.
- encourage all students 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, as well as their sexual orientation or religion/belief or non- belief.

### **The Curriculum**

- is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity across all subject areas.
- means to foster participation, engagement, empowerment and collaboration.
- utilises case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- facilitates meaningful and continuous interaction between people from all walks of life. · Increase awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality.
- removes barriers to access, participation, progression, attainment and achievement.



## **Monitoring and Evaluation**

- The school will use existing data to monitor the attainment and progress of students by Special Educational Need, Pupil Premium, Free School Meals and ethnic group
- The result of review and evaluation procedures will inform planning, target setting and school improvement objectives
- The site issues relevant within the Accessibility Plan are reported to the Finance & Audit and Premises committees.
  - The school will give feedback annually to the Governors on the implementation of the Equalities Policy.

## **Impact Assessments and how this policy Relates to other school policies and processes**

We ensure that the commitments embodied in our Equalities Statement apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Students' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Staff recruitment and retention
- Governor/staff training and professional development
- Visits and visitors
- Uniform





## Appendix A

### The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective students
- students at the school
- in some circumstances former students
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

The [Equality Act 2010](#) makes it unlawful to discriminate against persons with a 'protected characteristic'. In total there are 9 protected characteristics and they are as follows:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion or Belief
- Sex (Gender)
- Sexual Orientation

It is unlawful for an education provider to discriminate on the basis of a protected characteristic without an objective and reasonable justification.

### Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should "promote community cohesion". Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.



This seems to be linked to the Government's desire "to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together."

Sir William Borlase's Grammar School promotes Community Cohesion through:

Its School values

Assemblies, PSHE and Lectures

Wider community activities.

