

ST ALBANS GIRLS' SCHOOL

	SINGLE EQUALITY POLICY (Statutory)		
	GB sub-committee: Personnel & Student Wellbeing		
	Co-ordinator: Ms K Thomas / Miss E McHugh		
	Last Reviewed: Autumn 2019	Next Review: Autumn 2021	


 Signed by.....
 Margaret Chapman (Head Teacher)


 Signed by.....
 Claire Barnard (Chair of Governors)

1.	RATIONALE	
1.1.1		St Albans Girls' School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer
1.1.2		Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all our students
1.1.3		This policy sets out how the school will promote equality of opportunity regardless of race, sex (gender), transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is adopted by St Albans Girls' School governing body in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs, admissions, appraisal, safeguarding, medical needs, anti-bullying and the behaviour and rewards policies. These policies can be found on the school's website, in the staff handbook and in paper files in the staff room
1.1.4		This policy is fully reflected in our school's vision and values, which seek to promote good relationships between everyone in the school community, building an atmosphere of mutual trust and confidence
	1.2	School Context
1.2.1		St Albans Girls' School (STAGS) is a single sex girls' comprehensive school, serving a large area of South Hertfordshire. NOR 1,304 including 229 Post 16 students. The students are from a broadly middle-income socio-economic group and many travel considerable distances
1.2.2		The intake is comprehensive but includes a significantly higher than average proportion of more able students, 5.5% of the population are eligible for free school meals (FSM)
1.2.3		We have a wide variety of varying ethnic groups totalling 36% of our cohort with 18% of students with English as an Additional Language (EAL), both of these figures are above the national average. The proportion of students with special educational needs (SEN), has increased over the last few years, but is still low compared with other schools. 10.7 % of learners are on the SEN register. There are 140 students on the SEN register
1.2.4		Boys have been admitted at Post 16 from 2008. This continues to have a positive impact on the Post 16 learning community

	1.2.5	Students behaviour is outstanding and they flourish in the positive environment created and maintained by governors, staff, parents and our partner organisations
2.	AIMS	
	2.1.1	To provide an environment that promotes equality of opportunity for all our students and staff
	2.2	To eliminate unlawful direct and indirect discrimination
	2.2.1	To guarantee that no one receives less favourable treatment on grounds of their age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, sex (gender) or sexual orientation
	2.3	To eradicate bullying, harassment, prejudice, stereotyping and unfair discrimination
	2.4	To value, celebrate and learn from our diverse population
3.	PROCEDURES	
	3.1	Roles and responsibilities
	3.1.1	Creating a school environment that promotes equality and challenges discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create
	3.1.2	Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Deputy Head with responsibility for pastoral issues, has day-to-day responsibility for coordinating the implementation of this policy
	3.2	The governing body
		The governing body will:
	3.2.1	approve this policy with the help of the Head Teacher and the Deputy Head with responsibility for pastoral issues to ensure that it is implemented correctly throughout the school
	3.2.2	ensure the school complies with all equality legislation
	3.3	The Head Teacher and Senior Leadership Team
		The Head Teacher, with the support of the rest of the Senior Leadership Team, will:
	3.3.1	promote the single equalities policy both within the school and externally to the rest of the community
	3.3.2	ensure that all staff are aware of their roles and responsibilities regarding the promotion and delivery of equality in school
	3.3.3	report back to the governing body on how the policy is working through the Head Teacher's termly report to governors, which is a public document
	3.3.4	and any amendments that they feel should be made, as well as feedback from staff, students and parents
	3.3.5	challenge inappropriate language and behaviour
	3.3.6	tackle bias and stereotyping
	3.3.7	take appropriate action where discrimination or victimisation occurs
		Senior school staff have the following specific responsibilities

Responsibility for	Key person
Single Equality Policy and Audit	Ms K Thomas (DHT) Mr P O'Neill (Trust Business Manager)
Disability equality	Mrs K Smith (SENCO) Mr P O'Neill (Trust Business Manager)
SEN	Mrs K Smith (SENCO)
Accessibility Plan	Ms K Thomas (DHT) Mr P O'Neill (Trust Business Manager)

Gender equality	Miss E McHugh (AHT)
Sexuality equality	Miss E McHugh (AHT)
Ethnicity equality	Miss E McHugh (AHT)
Disadvantaged students, progress and wellbeing	Mr C Markou (AHT/ PPG Champion)
Anti - Bullying	Mrs V Blackburn (AHT)
Equality and diversity in curriculum content	Mr P Kershaw (DHT) Mr C Markou (AHT/ PPG Champion)
Equality and diversity in pupil wellbeing	Miss E McHugh (AHT)
Equality and diversity – behaviour and exclusions	Mrs M Chapman, (HT)
Participation in all aspects of school life	Miss E McHugh, (AHT)
Policy review	Ms K Thomas (DHT) Miss E McHugh (AHT)
Communication and publishing	Mrs S Molloy

3.4	Staff
	School staff will:
3.4.1	ensure that they are up to date and aware of the contents of this policy
3.4.2	challenge inappropriate language and behaviour
3.4.3	tackle bias and stereotyping
3.4.4	work to promote anti-bullying strategies as outlined in the school’s behaviour and anti-bullying policies
3.4.5	show a commitment to undertake development and training within this area
3.4.6	engage with the school in eliminating any discrimination and act as a good example to students
3.4.7	promote a positive working environment
3.4.8	report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, students, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary
3.5	Students
	Students at the school will:
3.5.1	engage with the school in eliminating any discrimination
3.5.2	promote a positive work environment and a positive attitude towards equality when both in school and off the school site
3.5.3	report to school staff any incidents of in appropriate language or behaviour, discrimination or victimisation that they know to have occurred
3.5.4	work to promote the anti-bullying strategies outlined in the school’s behaviour and anti-bullying policies
3.5.5	set a good example regarding behaviour and social awareness to younger students and their peers
3.6	Parents, carers and visitors
	Parents and carers are expected to:

3.6.1	familiarise themselves with the school's single equality policy and support it by promoting a positive attitude towards equality at home
3.6.2	attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policy
3.6.3	work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
3.6.4	visitors are provided with safeguarding guidance with reference to expectations of the Single Equality Policy
3.7	Key groups at risk
	<p>While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:</p> <ul style="list-style-type: none"> ● Age (for staff only) ● Race and Ethnicity ● English as an Additional Language ● Special Educational Needs ● Disability ● Children Looked After ● Gender ● Gender identity and reassignment ● Religion or belief ● Sexual orientation ● Material deprivation
3.8	Student Voice
3.8.1	Through our support of Student Parliament we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our students how to engage in mature social interactions with all people.
3.8.2	Student Parliament meetings are held once per half term. Representatives from each form and year group attend. The meetings are facilitated by Sixth Form Head Students, Assistant Head Teachers (Head of Key Stage) and Student Parliament. Feedback from these meetings are brought to the Senior Leadership Team meetings
3.8.3	Head Students meet with Head Teacher regularly
3.8.4	Learning ambassadors meet at least every half term to discuss issues specifically related to learning and teaching. The meetings are facilitated by a Deputy Headteacher and feedback is shared at Senior Leadership Team meetings
3.9	Recruitment
3.9.1	St. Albans Girls' School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures are reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of age, race, ethnicity, disability, gender, gender identity and reassignment, religion/belief or sexual orientation
3.9.2	Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to
3.10	Staff
3.10.1	Equal opportunities for staff
	As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

		<ul style="list-style-type: none"> ● all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law ● staffing of the school reflects the diversity of our community wherever possible ● we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce ● we respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice ● all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams
	3.10.2	Staff disciplinary procedures
		<p>St. Albans Girls' School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our staff disciplinary and grievance policies</p> <p>The school's staff appraisal policy provides more information on how the school monitors staff performance. The school has a whistle-blowing policy to enable staff to voice complaints and grievances in the confidential environment of the school. Under this policy all grievances are dealt with fully, promptly, and fairly</p>
	3.11	Students
	3.11.1	Behaviour, exclusions and attendance
		The school behaviour and rewards policy takes full account of the duties under the Equality Act. The school makes reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities. Data on exclusions and absence from school is closely monitored for evidence of over-representation of different groups, and action is taken to address any concerns that arise in this area
	3.12	The curriculum
	3.12.1	Equality across the curriculum is developed through activities that encourage students to reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle
	3.12.2	<p>All curriculum areas seek illustrations and examples drawn from a wide range of cultural and social contexts.</p> <p>Learning experiences give students opportunities to:</p> <ul style="list-style-type: none"> ● Talk about personal experiences and feelings ● Express and clarify ideas and beliefs ● Speak about difficult events, e.g. bullying, discrimination, world events etc. ● Share thoughts and feelings with other people ● Consider others' needs and behaviour ● Show empathy ● Develop self-esteem and a respect for others ● Develop resilience
	3.12.3	<p>Lessons provide opportunities to enable students to develop morally, spiritually, socially and culturally — e.g. skills and attitudes such as empathy, respect, open mindedness, sensitivity and critical awareness.</p> <p>Many curriculum areas provide opportunities for students to:</p> <ul style="list-style-type: none"> ● Explore British values ● Debate high profile and emotive world issues and events ● Learn an awareness of treating all as equals ● Agree and disagree in a constructive manner ● Work cooperatively and collaboratively

	3.12.4	All students are given equal access to the curriculum, extra-curricular activities. Funding is available for students who would otherwise not be able to participate due to financial constraints
	3.13	Outcomes
	3.13.1	One of the most important indicators of how successful the school is in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline: <ul style="list-style-type: none"> ● objectives and specific actions to be taken ● expected impact and indicators of achievement (success criteria) ● clear timescales ● who has lead responsibility ● resource implications ● dates for review
	3.14	Equality impact assessments
	3.14.1	Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or positive impact on groups and individuals within the school community
4.	MONITORING	
	4.1	Monitoring and review
		This single equality policy will be reviewed every two years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible
		Information will be gathered through:
	4.1.1	identification of students, parents, carers, staff and other users of the school representing the different key groups at risk. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements
	4.1.2	student attainment and progress data relating to different groups
	4.1.3	student views, which are actively sought and incorporated in a way that values their contribution
	4.1.4	information about how different groups access the whole curriculum and how they make choices between subject options
	4.1.5	exclusions data analysed by group
	4.1.6	records of bullying and harassment on the grounds of any equality issue
	4.1.7	data on the recruitment, development, and retention of employees
	4.1.8	outcomes of activities promoting community engagement and community cohesion
	4.2	At termly intervals throughout the year the Head Teacher will provide monitoring reports for review by the governing body. These will include
	4.2.1	progress against targets relating to equality and the accessibility plan
	4.2.2	school population
	4.2.3	recruitment and retention
	4.2.4	key initiatives



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Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	Single Equality Policy
Date:	Autumn 2019
EIA carried out by:	Ms K Thomas/Miss E McHugh
EIA reviewed by:	Governors, Personnel and Student Wellbeing Committee

1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
<ul style="list-style-type: none"> Policy contains information about: Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this? 	<p>This policy sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy and the behaviour policy.</p>

2. Assessment of Impact? To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed		
Characteristic	Group	Effect/Impact
● Age	Yes]
● Disability	Yes]
● Gender reassignment	Yes]
● Marriage/civil partnership	Yes] Promotion of equal
● Pregnancy/Maternity	Yes] Opportunities and access
● Race	Yes] for all
● Religion or Belief	Yes]
● Sex	Yes]
● Sexual orientation	Yes]

3. Consultation	
<ul style="list-style-type: none"> New policy contains information about: Policy audience, expected actions and outcomes. Consultation and communication process Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate 	Yes

4. Decision	
<ul style="list-style-type: none"> Should the new proposal/policy be agreed, and any impacts identified following consultations? What reasonable adjustments are required? 	No issues or adjustments required

5. Action Planning	
<ul style="list-style-type: none"> Any actions identified to address inequality for different groups? Any actions identified to promote equality and diversity? Where are these actions recorded and who is responsible for them? 	Ensure all members of the school community promote equality and help to eliminate discrimination for various individuals and groups.

6. Monitoring and Review	
<ul style="list-style-type: none"> When will the impact assessment be reviewed? Who is responsible? 	<p>Autumn 2021</p> <p>Ms K Thomas/Miss E McHugh</p>

7. Publication of the results of the impact assessment	
<ul style="list-style-type: none"> Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when? 	To be published and kept with the policy.