



THE CAMDEN  
SCHOOL FOR GIRLS

# Equality Policy

## For Staff & Students



**Approved by:**

**Policy Review Date:**

**Lead Staff Member:**

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**Curriculum and Staffing Committee**

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# **1 The School**

## **1.1 The School Statement**

*Camden School for Girls welcomes all its students and staff, whatever their race, gender, socio-economic background, creed, sexuality, age or disability. The school ensures that all its students and staff have the chance to fulfil their potential, feel proud of their identity and are able to participate fully in school life.*

## **1.2 Ethos and Framework**

Camden School for Girls was founded for the education of young women and it is important that the school encourages girls to regard themselves as able to achieve in any area and at any level of life. The school is part of a multicultural community and recognises its students' different cultures and languages as an invaluable school resource. Students from different socio-economic backgrounds attend the school and all cultures in the school are valued, for the positive contribution that they bring. Students with a variety of disabilities attend the school and the culture should promote positive attitudes towards them and encourage their full participation in school life. It is a comprehensive school, serving students who are different in their levels of attainment. The school's teaching methods and organisation take all this into account.

This policy has due regard for the Equality Act (2010) and the need to eliminate unlawful discrimination, harassment and victimisation as defined by the act as well as advance equality of opportunity and foster good relations between those who share a protected characteristic and people who do not share it. The policy follows guidance in the Public Sector Equality Duty (2011). The school ensures that it considers all individuals when carrying out day-to-day work – in shaping policy, in delivering services and in relation to employees. The school is also alert to these responsibilities when it is not the direct employer, for example when using service level agreements.

## **1.3 The school environment and organisation**

In the light of this policy, the school scrutinises and keeps under review all its basic practices and systems - the distribution of resources, the curriculum, methods of assessment - as well as such issues as displays, the organisation of furniture, the use of different languages, communications with parents, the subtext of assemblies and school documentation.

Students need to see positive role models. The school is committed to promoting equality of opportunity in recruitment, selection, training and career progression for all staff and recognises the importance of maintaining an inclusive and diverse workforce that reflects the community it serves. This is always in the context of appointing the best person to a post.

## **1.4 The pastoral system**

The school's pastoral system promotes and maintains this policy. It provides a system of support which ensures that no student is disadvantaged by personal circumstances if it lies in the power of the school to help. The pastoral system is integral to all activities in the school.

The needs of students are met through a range of personnel:

*The head of year* has a reduced teaching load so as to spend time with students, parents, teachers and colleagues from external agencies. Heads of year develop expertise to meet the requirements of the different age groups.

*Form tutors* aim to stay with a tutor group from year 7 to year 11. This provides stability, fosters the best possible relationships and gives tutors a thorough understanding of the students' aptitudes and social circumstances.

Heads of year and tutors are supported by the *Deputy Headteacher (Pastoral)* and *Assistant Headteacher (Progress)*

These staff are responsible for an atmosphere of acceptance, compassion and co-operation which helps each student to take advantage of every social and academic opportunity.

Communication is an important aspect of pastoral care and is achieved through regular meetings and through the dissemination of written information.

The pastoral team meets individual parents and meetings will always aim to accommodate the needs of parents. Regular parents' evenings are held once a year in Years 7 - 11 and twice a year in Years 12 - 13, first for a pastoral exchange on the year ahead and later for a report on the student's progress. The need for interpreters is investigated. Priority is given to urgent meetings needed unexpectedly with students, parents and social services or child protection teams.

The different cultures of families are celebrated and the additional needs of new arrivals or refugee students are recognised. Targeted support is provided by heads of year, tutors and all other staff.

The PSHEE (Personal, Social, Health and Economic Education) curriculum, which is delivered by the pastoral team, is a core thread in the delivery and understanding of equal opportunities policies.

### **1.5 The curriculum and its organisation**

Students can develop their knowledge, concepts, skills and experience through participation in a broad and balanced curriculum. It is important to have high expectations of all students and not to assume that any group is incapable of a particular area of learning.

However, the curriculum can also use the students themselves as a starting point, working from their different experiences of the world. It should therefore demonstrate and take account of how, within the school and in the wider community, there is a mix of race, socio-economic background, disability, sexuality and religious belief. It can also portray positive images of women. It is important that students address these areas within the curriculum from a variety of standpoints within different subjects. The PSHEE co-ordinator plans the tutorial programme with heads of year and works with departments to plan for continuity and progression. The curriculum teaches about difference and diversity and the impact of stereotyping.

### **1.6 Groupings of classes**

Staff know the needs of the school population very well and collect and analyse data in order to inform grouping, planning, and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify, through our pupil admissions meetings, children who have a disability.

The cooperation and collaboration of all is a priority. Within a form, students may establish their own groups; it is their privilege to do so in their free time. But in lessons, teachers may wish to mix groups to co-operate and enable all students to work with a variety of their classmates.

Similarly, students benefit from being in form groups which reflect a comprehensive mix across the spectrum of race, socio-economic background and disability represented in the school. This mix is carefully made using evidence from primary schools and at interview preceding entry.

The school policy on teaching groups is best described by the headteacher's statement: "As a comprehensive, the school is committed to giving all students the best possible chance to develop their individual talents to the full."

In some areas of the curriculum it is setting that provides students with this opportunity and supports them most fully in their learning, while in others mixed ability grouping is more appropriate. Where setting is used, it is based on analysis of students' attainment, their potential and their ability to work productively with their peers. This takes into account the fact that setting by ability can accommodate some breadth in terms of outcome. Setting should be discussed by heads of departments with the pastoral deputy head.

### **1.7 Teaching methods**

Teachers will always consider the use of a variety of teaching methods which give opportunities to all. Every student should have opportunities for active learning and everyone in a class should be able to learn through talking and listening to their peers as well as to the teacher. This can be achieved through pair and group work as well as through a whole class approach.

We avoid language that runs the risk of placing a ceiling on any pupil's achievement or that seeks to define their potential as learners. We provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

### **1.8 Assessment**

Students have many skills. Departmental schemes of work recognise what students can do across a period of time and include a variety of methods which allow credit to be given for varied aspects of achievement. Teachers avoid stereotyping students' levels of ability, by responding to work with a comment which praises achievement and identifies areas for development. At the same time, students have the right to know how they are progressing and the opportunity to discuss this with their teacher.

Progress checks and profiles are a positive way in which to record progress in all areas of a student's life and study.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect and analyse data:

- ✓ on the school population by gender and ethnicity;
- ✓ on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- ✓ by year group – in terms of ethnicity, gender and proficiency in English;

- ✓ on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- ✓ in relation to disadvantaged pupils with particular regard to students in receipt of the pupil premium and bursaries.

We publish an analysis of standards reached by different groups at the end of Key Stages Four and Five:

- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Free School Meals
- FSM6
- EAL
- All SEN
- SEN support and SEN statement
- SEN statements and EHC plans
- Looked after Children
- Known GRT
- Refugee

This data is published on the school website to demonstrate how the school complies with the Public Sector Equality Duty and is meeting its Equality objective (see section 1:17 Publishing Equality Objective(s)).

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils. We are, for example, sufficiently prepared should a student from a background not currently represented at Camden School for Girls join the school.

A school policy on assessment which addresses such questions as the marking of work, internal tests and examinations and discussion with students of their level of attainment provides a means of considering the question of testing methods and how they can advantage some individuals and disadvantage others.

### **1.9 Teaching and classroom resources**

The term 'resources' is used to include all the learning materials in the school whether they are used in the classroom or for individual study. For example: books, worksheets, computer software, videos or interactive whiteboards.

We use materials and resources that avoid stereotyping.

If a teacher has no choice but to use materials which implicitly transmit negative and damaging messages, for example in set exam texts, then it is important that this be addressed and challenged in class. Students, too, should be encouraged to challenge stereotyping and omissions in existing resources.

Resources should reflect the diversity of the school, population and the local community in terms of race, gender, sexual identity and disability and as far as possible, give accurate, unbiased and up-to-date information. The language used should convey respect for other people as individuals. Material should present other people as individuals and not as stereotypes. Tokenism should be avoided.

### **1.10 Classroom support**

Learning support teachers give classroom support to designated students. This gives them access to the broad and balanced curriculum to which they are entitled. Others might see these students in a negative light and one way of countering this is for the support teacher to work with a variety of students. It is also important that the support teachers are not seen as less central to the classroom than the regular class teacher and so both class and support teachers should present to the class materials which they will have prepared and discussed together beforehand.

### **1.11 Financial management**

The School allocates its resources to meet the needs of all its students. This involves difficult choices. The school's policy on equal opportunities plays a major part in deciding how money is deployed on:

- the curriculum
- support staff
- teaching staff
- facilities
- learning resources

### **1.12 Consultation with parents**

The school values the participation and co-operation of all parents and carers. Opportunities are created for as many different groups of parents as possible to visit the school and to join in the processes of consultation.

### **1.13 INSET and training**

New members of staff are asked to familiarise themselves with the school's equal opportunities policy and practices. Equality forms a part of new staff induction. Courses and school-based activities are available on protected characteristics (see section 2). Departments encourage all staff to reflect on teaching strategies. The Learning Support Department has a training role within the school. We are well served by advice from the school's educational psychologist, nurse and educational social worker.

### **1.14 What we are doing to eliminate discrimination, harassment and victimisation**

- ✓ As a school we adhere to the requirements of the Equality Act (2010) and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- ✓ We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- ✓ We try to keep an accurate record, where possible of the protected characteristics of our pupils and employees.

- ✓ Our Behaviour Policy ensures that pupils are rewarded and sanctioned appropriately and fairly.
- ✓ Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- ✓ We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers (see also appendix 5 and the School Accessibility Plan).
- ✓ We have a policy on bullying (appendix 2) and harassment (appendix 3) which deals promptly and effectively with all incidents and complaints of bullying and harassment, including cyber-bullying, and prejudice related bullying related to the protected characteristics in section 2. We keep a record of all such incidents and notify those affected of what action we have taken.
- ✓ 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, promotion or training opportunities.
- ✓ We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- ✓ We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- ✓ We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- ✓ Through PSHEE education, we work hard to eliminate discrimination, harassment and victimisation through a broad range of areas of study within the curriculum.
- ✓ We have a vibrant and well-represented student council body that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and immediate environment. The school council is strong and articulate, contributing to whole school decision making with pupils.
- ✓ Our Parent Association CASCA, represents families across all key stages. Parents share initiatives and discuss issues with invited members of the school community.
- ✓ We understand that attendance plays an integral part in pupils' achievement at school. Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

### **1.15 Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Section 2 outlines how we advance equality of opportunity for protected characteristics and Appendix 5 how we advance equality of opportunity in relation to disability.

### **1.16 What we are doing to foster good relations**

- ✓ We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

- ✓ We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEE and citizenship and across the curriculum.
- ✓ We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- ✓ We promote a whole school ethos and system of values that challenge prejudice based discriminatory language, attitudes and behaviour.
- ✓ We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- ✓ We include the contribution of different cultures to world history and promote positive images of people.
- ✓ We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- ✓ We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month and an active LGBTQ+ group.
- ✓ We include Equality matters in communications to parents and carers.

### **1.17 Publishing Equality Objective(s) (see School Improvement Plan)**

This identified objective represents our school's priorities and is the outcome of a careful review of and analysis of data and other evidence. This also takes into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which informs our discussions about the Equality Objectives.

Our Equality Objectives for 2018-2020 (in line with the School Improvement Plan covering this period) is:

**Build on current exceptional performance of disadvantaged pupils by continuing to improve the progress and outcomes for disadvantaged middle prior attainers (FSM6 and CLA), SEN pupils with a statement or EHC plan, SEN support pupils and LAC and PLAC.**

### **1.18 Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## **2 Areas of central concern to an equality policy.**

*(These are arranged in alphabetical order.)*

### **2.1 Age**

The school is committed to the education of all students irrespective of age. Whilst each Key Stage and year group has its own distinctive character the commitment to equality of opportunity and achievement for all remains absolute.

Staff are welcomed irrespective of age. Equality of opportunity in areas such as career development is protected.

Where resources touch upon age they should be factually accurate, unbiased and challenge stereotyping

## **2.2 Socio-economic background**

The school values students and staff from all socio-economic backgrounds. This includes valuing all cultures, language forms (including non-standard forms) and accents. When making decisions of a strategic nature about how to exercise its functions, the school has due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. We recognise that socio-economic factors can have an impact on achievement in school and where this may have a negative impact we work to counter it.

It is central to the school's purpose that students should learn that many different people may be subject to discrimination at different stages in their lives and for different reasons. Therefore, we seek to counteract discrimination in all forms.

Resources used should not make assumptions on the basis of socio-economic background.

Homework is more difficult for students with little space at home, or with extra responsibilities there, and staff provide opportunities for support in this area, for example through dedicated after school study sessions.

## **2.3 Gender**

Girls and women have been discriminated against in the past both in law and in practice and the school wishes to counter this. We encourage girls to study and eventually to work in areas which have previously been dominated by men, such as mathematics, science, technology and ICT. We encourage girls to be articulate and assertive and to believe that they can achieve anything for which their abilities and interests fit them.

Resources should portray women and men in a wide range of roles, including non-traditional ones. Content should focus as often on females as on males. Resources that examine issues from a feminist perspective should be positively sought out.

Staff should have the opportunity to inform themselves as to how women organise themselves in other cultures to counter sexism and discrimination.

Language used in resources and around the school should be non-sexist.

In the sixth form we welcome male as well as female students and no one group should be treated less favourably than the other.

Female and male staff should be treated equally by the school.

## **2.4 Gender reassignment**

The school welcomes staff and students who have undergone gender reassignment and/or who are questioning their identity. In line with the Equality Act (2010), we recognise gender reassignment as one of the nine 'protected characteristics' on the grounds of which people are protected against unlawful discrimination.

Resources used should deal with gender reassignment in a sensitive and sympathetic way. They should be factually accurate and unbiased. No gender variant students, nor the children of transgender parents, should be singled out for different and less favourable treatment from

that given to other students. Discrimination due to perception or association is viewed in the same fashion.

## **2.5 Learning difficulty**

The school welcomes students of all levels of attainment and, in recognising that all students are entitled to follow a broad and balanced curriculum, ensures that teaching methods facilitate access to such a curriculum, providing a wide range of resources for pupils of all abilities.

'Reading age' should not be the sole criterion for selecting resources for pupils with learning difficulties; interest level is equally important.

## **2.6 Physical and mental disability**

The school welcomes students and staff with disabilities, within the limits of the school buildings and the practicalities of the work.

It is the responsibility of the governors to ensure that, as far as possible, the buildings enable those students and staff in school with physical and/or mental disabilities to pursue a full life.

Resources should portray people with disabilities as fully-rounded characters, not as one-dimensional stereotypes. They should be seen participating in all areas of life.

The terminology used to describe forms of disability should not be offensive to people with such disabilities.

Staff are made aware of students' disabilities and/or medical needs and how to cope with them (e.g. mobility challenges) by year heads, the school nurse and the SENDCo. A school inclusion booklet gives information about relevant disabilities.

## **2.7 Pregnancy and maternity**

The Equality Act (2010) requires that as a school we will not discriminate against a woman whilst she is pregnant or treat her unfairly due to her pregnancy. This applies to both staff and students.

With students we will take appropriate proportionate positive action to ensure that the disruption caused by pregnancy to education is minimised.

With staff we will offer full maternity leave and understand that women have the right to additional maternity leave and men to paternity leave under the law of 'Ordinary Paternity Leave' (up to 2 weeks pro rata) and additional paternity leave to support the mother or carer of the baby. Paternity leave can be sought by

- ✓ The biological father of the child
- ✓ The mother's husband or partner (including same sex relationships)
- ✓ The child's adopter
- ✓ Husband or partner (including same sex relationships) of the child's adopter

## **2.8 Race**

The school welcomes a racially diverse population and recognises that it enriches the school in a positive and desirable way. All students and staff are encouraged to adopt a sympathetic awareness of other cultures and languages. They are encouraged to be tactful and thoughtful and to be self-critical about their own racial prejudices. It is important to recognise that racism can take place on a conscious or an unconscious level and to set in place systems for monitoring this.

Resources should give a positive view of our multi-racial society and value the enrichment arising from by cultural diversity. They should inspire people to take a pride in their own cultural heritage and encourage respect for other people as individual. Resources, where possible and appropriate, should present a global rather than a Eurocentric view of the world. At the same time, the concerns of all students should be addressed thoughtfully and without condescension even if these run counter to the ethos of the school.

The school should ensure that representatives of ethnic minorities have the opportunity to participate in the life of the school. This can be done through liaison with local community groups.

## **2.9 Religion**

The school welcomes students and staff of any religious or non-religious persuasion. Any individual has the right to express religious views or to practise their religion without interference. Students are encouraged to acknowledge and respect the religious views of others. The rights of one individual in respect of their religion should not have priority over the rights of another individual.

Religious education lessons will provide an opportunity for students to learn about the variety of world religions.

Staff should have the opportunity to inform themselves as to the requirements of their students' religious practice.

## **2.10 Sexuality**

The school welcomes students and staff, whatever their sexual orientation, choice of partners or lifestyles. Neither lesbian, gay and bi-sexual students nor the children of gay, lesbian or bi-sexual parents, should be singled out for different and less favourable treatment from that given to other pupils. Discrimination due to perception or association is viewed in the same fashion.

Resources used should deal with different patterns of sexuality in a sensitive and sympathetic way. They should be factually accurate and unbiased.

# **3 Roles and Responsibilities**

## **3.1 Expectations**

We expect all members of the school community and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act (2010). We will provide training, guidance and information to enable them to do this.

## **3.2 Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equality Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### **3.3 Headteacher and Leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act (2010).

### **3.4 Teaching and Support Staff**

All teaching and support staff will:

- ✓ promote an inclusive and collaborative ethos in their classroom challenge prejudice and discrimination
- ✓ deal fairly and professionally with any prejudice-related incidents that may occur
- ✓ plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- ✓ maintain the highest expectations of success for all pupils
- ✓ support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- ✓ keep up-to-date with equality legislation relevant to their work.

### **3.5 Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equality and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### **3.6 Monitoring and reviewing the policy**

We review the information about equality in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

### **3.7 Quality Assurance**

In order to ensure that the work we are doing on equality meets the needs of the whole school community we:

- ✓ review relevant feedback from parent questionnaires and parents' evening
- ✓ secure and analyse responses from staff surveys, staff meetings and training events
- ✓ review feedback and responses from the children and groups of children, from the school council, PSHEE lessons, whole school surveys on children's attitudes to self and school;
- ✓ analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ✓ ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

## **APPENDICES**

## 1 An equality policy for students

*This policy has been written by students and staff for students and staff.*

We want to create an environment in Camden School in which everyone, regardless of their race, socio-economic background, gender, family history, religion or disability is treated equally. Everyone should feel that they are worthy of respect, given the same opportunities and are not discriminated against in any way. To achieve this, we will:

- ✓ be open to learning about different languages, cultures and customs.
- ✓ not make hurtful comments about people's families, race, socio-economic background, sex, religion, sexuality, their looks, clothes, speech, intelligence or any disability they may have.
- ✓ not use racist or sexist language, or language which demeans people with disabilities.
- ✓ not make anyone feel left out on the basis of language, race, socio-economic background, sex, disability or religion.
- ✓ not bring in to school materials such as magazines, pamphlets or posters which are offensive.
- ✓ report any incidents of harassment or bullying to a member of staff.

We want everyone to feel valued in the school community. We will therefore treat each other with courtesy. This includes:

- ✓ cleaning staff
- ✓ governors
- ✓ kitchen staff
- ✓ lunchtime supervisors
- ✓ office staff
- ✓ school keepers
- ✓ students
- ✓ support staff
- ✓ teachers
- ✓ technicians
- ✓ visitors

## **2 Students' policy against bullying**

### **2.1 Camden School does not tolerate bullying.**

*The sort of atmosphere that we want in our school is one characterised by kindness, friendliness and tolerance. There should be respect for others and all students should feel safe and able to stand up for what they believe in.*

To achieve this atmosphere, students at this school do not accept:

- ✓ ganging up on someone,
- ✓ any form of violence,
- ✓ hurtful rumours or whispers about someone,
- ✓ nasty, threatening looks or attitudes,
- ✓ nasty remarks and picking on people because of such things as race, friends, family, clothes, being wealthy, religion, being poor, accent, ability, tastes, size, disability.

This includes any form of bullying through social media.

### **2.2 How to prevent bullying:**

If you see bullying in school, you should support and help the victim. By doing nothing, you are letting the bully get away with it. When supporting the victim, be assertive but not aggressive as this just makes things worse. Supporting the victim is difficult but if you see someone suffering from being bullied and you walk away and do nothing, you may as well have hurt them yourself.

### **2.3 If you are being bullied or know someone who is being bullied:**

- ✓ tell a teacher;
- ✓ tell your friends;
- ✓ help the victim by showing your disapproval of the bully;
- ✓ contact the SOS group.

### **2.4 If you are being bullied, remember:**

- ✓ You have every right to feel safe in school.
- ✓ Tell a teacher. They will report it and every incident will be investigated.
- ✓ Be assertive - try to stick up for yourself.
- ✓ You should not keep it a secret and you should not be ashamed.
- ✓ Do not think that only violence is bullying; hurtful whispering is upsetting
- ✓ and can make students miserable.

### **3 An anti-harassment Code of Practice**

#### **3.1 Students**

Harassment may occur between students in any of the areas outlined above. It may take the form of bullying; of verbal abuse (including name-calling, jokes, mimicry and stereotyping); of refusal to co-operate with others on grounds of race, socio-economic background or gender; of violence; of abuse of personal property; of graffiti; of the introduction of race propaganda into the school. The school recognises the necessity for dealing with such incidents as soon as they occur.

The Code of Practice is a series of guidelines as to what action can be taken when harassment occurs between students. Each incident is recorded on an incident sheet. Instances of bullying and /or racist incidents are recorded separately. The resulting action can consist of:

- individual discussion with the student or, if it happens in a class, with the class.
- referral to form tutor
- the form tutor to refer to head of year
- head of year to refer to pastoral deputy
- letter home
- request for parental interview
- exclusion (fixed term or permanent)

Each incident is looked at individually and action taken is the result of careful consideration of the circumstances. This in no way suggests that all incidents should not be taken seriously. Staff follow up all incidents and ensure that they are dealt with promptly and effectively. Students must be made aware of the Code of Practice to encourage awareness of what will not be tolerated and to prompt the reporting of incidents.

If incidents occur regularly in specific groups e.g. year, tutor, or community groups, such groups should be given pastoral support. The record should be checked at HOY meetings. Appropriate action can then be discussed and taken. The pastoral programme, however, can anticipate these problems and provide an education programme. This is the responsibility of the PHSE co-ordinator. Particular attention should be paid both in pastoral sessions and in lessons to education in collaborative learning.

#### **3.2 Staff**

Harassment may occur between staff and students or between members of staff.

Incidents of staff harassment towards students should be documented in the same way as incidents between students and reported to the member of senior management in charge of equal opportunities.

Members of Senior Leadership are aware that members of staff can feel harassed by some parents and should be available when support is sought.

**Incident sheet for harassment on grounds of race, socio-economic background, gender, sexuality, religion, disability, learning difficulty etc.**

**Date of incident:**

**Name of pupil:**

**Form:**

**Teacher:**

**Nature of incident:**

**Action taken:**

**1. Signed ..... Date .....**

## **4 A Policy for Teaching and Support Staff**

*All staff, whether teachers or support staff, are valued members of the school community. All should be treated equally and included in activities. The same respect is due to support and to teaching staff from students and colleagues.*

### **4.1 The appointment of staff**

The school wishes, in line with legislation, to further equal opportunities in employment. It seeks to attract women and candidates both from ethnic communities and with disabilities to the full range of posts.

The school's staffing structure is published in its curriculum analysis.

Internal posts are advertised on the staff room notice board and by email to those colleagues who are on leave. This procedure is brought to the attention of new staff. Two weeks' notice is normally given in order for candidates to plan their applications carefully.

External posts are advertised both internally and in a variety of journals. Thought is given to the readership the advertisement needs to reach. Again, two weeks' notice is given unless otherwise stated.

A job description and person specification are made available to all candidates for both internal and external posts

The use of a Camden School application form by all candidates to externally advertised posts ensures that their qualifications and experience can be compared. This is accompanied by a letter of application which enables the candidates to show how their qualifications and experience match the requirements of the post and to outline what they can offer to the school.

Applicants for internal posts write in support of their application as external candidates do and this is taken into consideration together with their past record and performance at interview.

At the beginning of the interview, a description of the intended procedure is given. The outcome of interviews is communicated to candidates as quickly as possible.

It is the responsibility of the governing body to ensure that there is a procedure for dealing with complaints about any aspect of the selection process.

A debriefing is available to any candidate who requests one.

The staff profile as regards gender, race and age is monitored.

### **4.2 Career development for support staff.**

Support staff should be made aware that they can seek career advice from their line manager.

Support staff should, be informed as to what training is available, e.g. from Camden Learning.

Training should be available to support staff to enable them to seek further career opportunities within budgetary limits.

### **4.3 Career development for teaching staff**

The school improvement plan identifies institutional and departmental training needs. The INSET co-ordinator collects information about individual training needs and attempts to address these in the context of the needs of the school as a whole.

Advice on professional development is available from the headteacher, staff development coordinator, heads of department and heads of year. Management interviews with staff about professional development and performance enable them to reflect on their careers and plan appropriate training.

## 5 The Public Sector Equality Duty

### 5.1 Introductory Statement

At Camden School for Girls, we are committed to ensuring access to education and equality of opportunity for all pupils, staff, parents and members of the community who receive services from the school.

This appendix contains details of the requirements of the Equality Act (2010) and the Public Sector Equality Duty which came into force in April 2011 (replacing the previous specific equality duties in respect of race, disability and gender).

When public authorities, such as schools, carry out their functions, the Equality Act (2010) says they must have due regard or think about the need to do following things:

- eliminate unlawful discrimination, harassment and victimisation,
- advance equality of opportunity between people who share a protected characteristic and those who do not,
- foster or encourage good relations between people who share a protected characteristic and those who do not.

The characteristics that are protected in relation to the Equality Act (2010) and the Public Sector Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Having due regard means the school must consciously consider or think about the need to do the three things set out in the Public Sector Equality Duty. The broad purpose of the Public Sector Equality Duty is to integrate consideration of equality and good relations into the day-to-day activities of the school. The school is required to consider how we can positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected in the design of policies, including internal policies, and the delivery of services, and for these issues to be kept under review.

We therefore aim to develop a culture of inclusion and diversity, in relation to all the nine 'protected characteristics'. This means

- to take steps to meet the needs of pupils, staff, parents and members of the community who receive services from the school, from different protected groups;
- to identify if there are any actions we can take to avoid discrimination and harassment, to advance equality or foster good relations;
- to identify what the key equality issues are for our school;

- to benchmark our performance against that of similar organisations nationally or locally; and
- to set useful equality objectives and measure progress against them.

## **5.2 Disability in the context of the school's Public Sector Equality Duty**

In addition to the above, the school developed a proactive and inclusive approach to disability when it was subject to what was known as the 'Disability Equality Duty'. We identified that one of the key equality issues for our school is disability, and wish to continue the good practice developed in this area. Below, we give more detail about what the Public Sector Equality Duty entails for the school with regard to disability, given the particular importance of access to education and questions of SEN which arise in this context. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled young people will be monitored and we will use these data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

### ***Definition of disability***

The Equality Act (2010) section 6 defines a disabled person as someone who has 'a physical or mental impairment' which has a 'substantial or long-term adverse effect' on his or her 'ability to carry out normal day-to-day activities'.

The legislation 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.
- individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although they must still demonstrate a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

### ***What the Public Sector Equality Duty requires of the school in relation to disability***

The Equality Act (2010) and the Public Sector Equality Duty 2011 place a general duty on schools to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination that is unlawful under the Equality Act (2010): direct and indirect discrimination in addition to discrimination arising from disability;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation in public life by disabled people;
- take steps to meet disabled people's needs, even if this requires more favourable treatment, providing auxiliary aids where appropriate.

This Public Sector Equality Duty applies to all pupils, staff and those using services provided by schools.

## ***Monitoring***

To meet the Public Sector Equality Duty with regard to the protected characteristic of disability, the life of the school must be monitored to identify any adverse impact on children and young people with disabilities. Particular efforts must be made to monitor data about disabled pupils and staff, including numbers, types of disability and the extent to which the school enables them to operate and contribute effectively.

### **5.3 Additional implications for schools**

#### ***The role of a school as a service provider***

The school's role as a service provider has additional implications. It should do all in its power to make buildings accessible when parts of the site are let out.

#### ***Contact with parents and carers***

Events for parents and carers - such as open evenings and meetings with teachers - should be held in accessible parts of the building.

#### ***Hiring transport***

School staff should be aware of Part 12 of the Equality Act (2010) when hiring transport. The requirement to provide accessible vehicles and to take account of passengers' disabilities applies to all commercial providers of buses, coaches, taxis and cars. For example, bus companies are not able to refuse a job because it may take longer to pick up disabled students.

### **5.4 Election of parent governors**

The election of parent governors is covered by the Equality Act (2010) and governors must ensure that the procedures for standing for election and for voting do not disbar disabled people from taking part. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. The governing body must ensure that disabled governors (whether parent governors or not) can participate as fully in school life as possible.

### **5.5 Involvement and consultation**

Disabled pupils, staff, governors and those using school services should be involved in the production of the disability equality scheme.

Camden School for Girls has therefore consulted with disabled pupils, staff and service users in the development of its disability equality scheme by involving all students and parents in a whole-school consultation. One-to-one interviews and discussions were held with students and families, particularly with respect to key transition points, so that effective and supportive progression can be made.

The school invites parents to attend annual meetings with the staff and with the SENDCo in order to receive feedback, and to join the Camden School for Girls Parents Association, where community issues including the disability equality policy are discussed

Students are invited to participate through discussions, questionnaires, activities with their

tutors and the school council and leadership team.

## **5.6 Action Plan**

In order to ensure that action is taken to meet the disability equality duty, the school has an action plan, which outlines how the requirements of the Equality Act (2010) will be met in relation to disability. This plan has been shaped through consultation and is an integral part of the school improvement plan. Only the main outline is shown here.

The action plan outlines what will be achieved in the next two years with regards to meeting the Public Sector Equality Duty with regard to the protected characteristic of disability.

An annual report is produced, in the headteacher's report to governors on progress in implementing the School Improvement Plan, which outlines the progress of the disability equality scheme and assesses the implementation of the action plan for effectiveness. This report is circulated to governors and the school improvement partner, and the findings are used to improve the Disability Equality Scheme, the School Improvement Plan and feed into future practice.

These examples of good practice are included in the plan:

- ✓ Promoting equality of opportunity between disabled and other people.
- ✓ Increasing awareness of the ways in which the parents of disabled children and young people can support their learning e.g. through home access to the school website and school computer network.
- ✓ Ensuring that the maintenance of rigorous assessment, recording and reporting is applied equally to all students within the school.
- ✓ Promoting understanding of disability through the PSHEE programme.
- ✓ Induction of year 6 students who have EHC plans to the head start programme.  
Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- ✓ Monitoring incidents of harassment and bullying of disabled pupils.
- ✓ If a number of incidents have occurred within a particular year group, using the school's pastoral systems to investigate and address the issue with all pupils.
- ✓ Promoting positive attitudes towards disabled people.
- ✓ Using the school environment to promote positive attitudes to disability, ensuring that disability is represented in posters, collages, displays and learning materials, and celebrating and highlighting key events.
- ✓ Encouraging participation in public life by disabled people.
- ✓ Ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays and events, and on the school council.

## **5.7 Gathering information**

Camden School for Girls gathers information relating to the Public Sector Equality Duty in respect of disability in a range of ways relating to recruitment and retention, educational opportunity and achievement and services and functions.

The school follows required recruitment and employment practices, has a well –developed staff development and training programme and keeps full records of all staff.

As with all other students, the achievement and progress of all disabled students is monitored carefully through our review and reporting system. For disabled students and those with statements of special educational need, additional information may be kept within Learning Support and within the school’s normal IEP procedures.

Parents and carers are invited to be involved, as a matter of course, in all parents’ evenings, review meetings, transition meetings and IEP reviews.

**5.8 Using the information gathered**

Camden School for Girls reviews the Public Sector Equality Duty through the School Improvement Plan review. Each year a report is produced for the governing body outlining.

- The steps taken for the school to fulfil the Public Sector Equality Duty.
- The results of the information-gathering which the school has carried out.
- What actions have been taken as a result of the information gathered.

**Example of overview**

<b>Duties to pupils with disabilities or special educational needs</b>	<b>Action to be taken</b>	<b>How will the impact of the action be monitored?</b>
Regular and detailed analyses of student progress across all groups of students.	Action points arise from data / progress analysis.	Evaluation by leadership team, SENDCo and other key staff.
Encourage all to participate in school life.	Full involvement in all aspects of the curriculum, enrichment and life of school, including masterclasses and the performing arts. Encourage representation e.g. the school council and pupil voice.	Evaluation of data through school’s support processes.
Ensure highest standards of safety and access at off-site premises and on trips, including residential trips.	Trip leaders to ensure premises, activities and transport are safe and accessible.	Evaluation by lead staff through trips processes.
Ensure successful induction and transition.	New year 7 students with disability to have a programme, Head Start, to support the transition from primary to secondary school.	Evaluation by lead pastoral staff