

Equality Information and Objectives Policy



Document Owner	Principal
Author	Principal
Committee	Board of Trustees
Date established	2000
Frequency of Review	Annually
Date of Last Review	December 2024
Date approved by Principal	December 2024
Date of next review	December 2025



Chipping Campden 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. 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 the children in our care.

This policy sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by Chipping Campden School's board of trustees with the help of other stakeholders in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs and Disabilities policy, Admissions policy, Anti-bullying and Anti-hate policy** and the **Behaviour policy**.

These policies can be accessed on the school website, or by direct request from the school. Reference to the policy is always made as part of staff induction.

Through the creation of this policy, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. The current summary of equality based actions being undertaken by the school is set out in annex A. This document will be reviewed bi-annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

Chipping Campden School's vision and values are rooted in equality for all.

Roles and responsibilities

Creating a school environment that promotes equality and denounces 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.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Principal has the day-to-day responsibility for coordinating the implementation of this scheme.

The Board of Trustees

The Board of Trustees will:



- create and approve this document with the help of the Principal and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan **on an regular basis** and make any amendments to improve on the plan when and where necessary
- nominate a named trustee to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the board of trustees (as part of broader safeguarding duties)
- ensure that parents are informed of any incident related to this policy which could directly affect their child
- report to parents, carers, and the wider community through the school prospectus, the school website, and the school's annual report.

The Principal and Senior Leadership Team

The Principal, with the support of the rest of the Senior Leadership Team will:

- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the Board of Trustees
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will ensure that they are up to date and aware of the contents of this plan, and the school's policy towards all types of discrimination, and:

- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **Behaviour and Anti-bullying policies**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to students
- promote a positive working environment
- 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.

Students

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred



- work to promote the anti-bullying strategies outlined in the school's **Behaviour and Anti-bullying policies**
- set a good example regarding behaviour and social awareness to younger students and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- promote a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our policy when visiting the school.

Key groups at risk

Whilst 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:

- **Race**
- **Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

Information about our school's SEND provision, including our provision for inclusion, can be found in the school's **SEND policy**, **SEND Information Report** and the school's **Accessibility Plan**.

Gender Questioning Children (inc. transitioning and reassignment)

In the absence of any statutory guidance, the school will use the DfE non-statutory guidance (Gender Questioning Children, DfE, Dec 2023) in order to support students and staff, and inform an individual support plan, where appropriate.

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

This includes activities organised in conjunction with the Campden Business Forum, work experience placements, (some of which take place directly in the local community), Musical events, volunteering for Duke of Edinburgh and Sixth Form Community Service placements, for example.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards



equality and people from different backgrounds. More information regarding our provision for and policy on inclusion for SEND can be found in the school's **SEND policy**.

Student voice

Through our support of student voice, 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 children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between students from different year groups, students and staff, and students and the wider community.

Student voice is sought regarding transition points, within departmental/faculty review and as part of the House Council system, for example. Students will also take part in Gloucestershire wide student voice when the opportunity arises.

Recruitment

Chipping Campden 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 will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Chipping Campden School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

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.

Staff

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:

- 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;
- as an employer we strive to ensure that 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;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

Chipping Campden School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our **Staff Disciplinary, Conduct, and Grievance policies**.



The education and wellbeing of our students is our main priority. Any member of staff who creates a barrier to learning for our students will be disciplined. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all of its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school's **Behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Chipping Campden School's attendance, behaviour and exclusions policies provide more information on the processes surrounding these topics.

The curriculum

At Chipping Campden School, equality is addressed directly within the curriculum, through our Life Learning programme, tutorial sessions and assemblies; education surrounding equality is also present in discrete subjects: such as topics in Geography and Religion and Philosophy, for example, as well as underpinning choices surrounding curriculum planning: choices of text in English for example. Further information can be sought from individual departments on request.

Monitoring and review

It is the responsibility of the Board of Trustees, Principal and Line Managers to:

- Ensure that within areas of responsibility the standards established within this policy are followed
- Review the effectiveness of the policy.

Outcomes

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:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review

Outcomes are reflected in the whole school priorities set within the school's development plan.



Reporting on our progress

Reporting forms part of the Principal's report to Trustees and will be reflected in the minutes of Trustee's sub committees at relevant points.

Complaints /Alleged breaches

Any member of staff wishing to raise a complaint should do so, in writing, to the Principal within 5 working days (i.e.) school days, or as soon as possible, providing details of the alleged incident. An investigation will then be conducted by a member of the Board of Trustees who has not been previously involved. The individual will receive written notification as to the outcome.

Any member of staff wishing to raise a complaint about the Principal should do so in writing to the Chair of Trustees



ANNEX A

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
All	Publish and promote equality plan on website, newsletters etc	Include reference in surveys of parents/staff	Vice Principal - Pastoral	Ongoing with review after survey of voice collected	Staff aware of aims of policy and implement them throughout school.
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students	Achievement data analysed by race, gender and disability	Principal/ Board of Trustees	Termly	Analysis of teacher assessments / half -termly data demonstrates the gap is narrowing for equality groups
All	Pastoral and academic monitoring of key groups – including PP and LAC students	Line manager meetings – Pastoral Tutor conversation recording LAC review meeting minutes	Vice Principal - Pastoral	Fortnightly line manager meetings	Analysis of tutor notes pad Progress and attendance of PP and LAC students.