



# **Lincoln Christ's Hospital School**

## **Single Equalities Policy**

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**Review Date:** September 2017

## **1. Introduction**

This Single Equalities Policy aims to integrate equality into the school's core priorities and functions. It will inform our School Development and Improvement Plan and will enable us to:

- demonstrate how promoting equality and eliminating discrimination can help raise standards;
- ensure that equality and diversity are part of the school's core business both as a school and as an employer;
- promote community cohesion and good relations between students and staff of different backgrounds through education;
- place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This policy aims to bring together equality strands into one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

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

### **Our key equality and diversity objectives are:**

- To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

### **What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

### **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

**This policy applies to**

- Students
- Staff
- Governors
- Parents/Carers
- Visitors
- Community users

## **2. The school context**

Lincoln Christ's Hospital School is a fully comprehensive secondary academy with nearly 1400 students on roll including 340 in the Sixth Form. Located on the northern outskirts near Lincoln's beautiful cathedral, the school works in partnership with fifteen primary schools, ranging from our nearest neighbours in uphill Lincoln and our local estates, to villages as far north as Lea and Marton.

Lincoln Christ's Hospital School is an exciting place to be and to learn, and has a track record of successful outcomes for its students.

- The school is an above average sized mixed comprehensive. Provision is made for students through a broad curriculum in Key Stages 3, 4 and 5. This has recently been reviewed to ensure every student studies at least the full set of English Baccalaureate subjects, including both Humanities along with Religious studies, Physical Education, SMSC and British Values up to Y9 while ensuring appropriate options are given in Y8 and refined in Y9 in preparation for Key Stage 4.
- The proportion of students eligible for Free School Meals is broadly in line with the national figures and the recent trend suggests this will continue to grow over the coming years.
- The proportion of pupils from a minority ethnic background is low in comparison to national statistics and the proportion of students whose first language is not English is broadly in line with national at about 10%.
- The proportion of students receiving SEN support or who have a statement is significantly higher than national levels.
- The school deprivation indicator is slightly higher than the national indicator.
- Despite low numbers in our partner primary schools, our Year 7 intake is oversubscribed in 2015. At post-16, we have the largest Sixth Form in our history with 353 on roll. Once again, we have received over 200 applications to join our diverse Sixth form which will see our numbers reach at least this level in the next academic year.
- In recent years, attendance has risen to 93.62% in 2014 which is a 0.7% increase from 2013. Persistent absenteeism dropped to 8.1% in 2014 and from 11.6% in 2013.
- We are proud of our broad curriculum which ensures that every child has a programme of study which maximises their potential achievement. 42% of our Year 11 students achieved 5 A\*-C including English and Mathematics in 2015.
- As an ex-languages college, the school enjoys exceptional links with schools around the world including Europe and China and India. As a lead school for the Global Learning programme, we are aiming to be the only school nationally to receive its 6<sup>th</sup> successive achievement of the International School Award (July 2015).
- A new head teacher joined the school in September 2014 and expressed a clear vision and focus on relentless school improvement. Remodelling of the senior team and the formation of the building capacity team are the driving force behind all key strategic decisions and this is actively challenging low aspirations, complacency and underachievement which is common at many levels of the school. Having completed a full senior team review, the school is now placed in an outstanding position to rapidly improve further with 2 Deputy Headteachers, 4 Assistant Headteachers and 2 Associate Senior Leaders with the priorities of quality assurance and staff performance and progress of students. The school is currently evaluating and re-structuring its pastoral and behaviour systems following a review of our Pupil Premium provision in partnership with CfBT and a practising Ofsted inspector.
- A commitment to support and develop every member of staff has resulted in tangible improvements in ethos, achievement and attitudes to success and learning. A full CPD programme coordinated by our Director of Learning has ensured progress has been made in areas identified in the 2013 Ofsted inspection along with many other areas. Our School has been

awarded Coaching School Status in recognition of our professional development commitment and ethos and will be looking to develop this further in the coming year with both parents and students.

### **3. Visions and Values**

#### **Our Ethos**

At Lincoln Christ's Hospital School we are committed to making our school a place where every student is given the opportunity to achieve personal excellence.

#### **Our Vision**

**Excellence for all at Lincoln Christ's Hospital School through, equality, opportunity, inclusion and achievement.**

We aim to create a confident, inclusive, collaborative learning community where high quality teaching and learning, honesty and respect for others, drive a collective will to bring out the best in every child in our care. Everyone has the right to feel safe, secure, valued and have their achievement recognised.

### **4. Lincoln Christ's Hospital School's approach to promoting equality for all**

#### **Our Aims**

At Lincoln Christ's Hospital School:

- everyone can expect to receive the best possible educational opportunities and in turn be expected to give of their best.
- everyone is capable of significant achievements and can expect to receive help and support in fulfilling those achievements.
- everyone has equal value and makes a valuable contribution to the school community.
- the organisation of the school is dedicated to providing for the needs of its students.
- learning is the school's most important activity and all that it does aims to improve that learning.
- we prepare children for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- we include and value the contribution of all families to our understanding of equality and diversity.
- we will provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion or age.
- We plan systematically to improve our understanding and promotion of diversity.
- We actively challenge discrimination and disadvantage.
- We make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- publish and share our policies and impact assessments with the whole community.
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- use all available information to set suitable learning challenges for all, respond to all students' diverse needs and overcome any potential barriers to learning.
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.

- have high expectations of behaviour which demonstrates respect to others.

## 5. **Roles and Responsibilities**

**Governors** are responsible for:

- ensuring that the school complies with all equality legislation
- approving and adopting the school's single equality policy
- receiving progress reports and making recommendations for future actions to ensure identified priorities are achieved
- governors will have responsibility for monitoring equality outcomes

**The Leadership Team** of the school will be responsible for:

- promoting the single equality policy both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the policy is working
- taking appropriate action where discrimination occurs

**Staff** are responsible for:

- being vigilant in all areas of the school for any type of harassment and bullying.
- dealing effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by real or perceived differences.
- identifying and challenging bias and stereotyping within the curriculum and in the school's culture.
- promoting equality and good relations and not discriminating on grounds of race, gender, religion, age and sexual orientation.
- promoting an inclusive curriculum and whole school ethos which reflects our diverse society.
- keeping up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

**Parents/Carers** will:

- have access to this document and be encouraged to support us.
- have the opportunity to attend any relevant meetings/awareness raising sessions related to equality
- have the right to be informed of any incident related to this duty which could directly affect their child

Visitors to our school will be expected to respect and follow our equality policy.

## 6. **Monitoring and Reviewing**

This single equality policy is incorporated into our School Development and Improvement Plan and will run for three years and be reported upon annually to the governing body.

The School Development and Improvement Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures that other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage different sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision making. The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include/may include:

- School population.

- Recruitment, retention, progression, key initiatives, progress against targets and future plans.

For example monitoring includes:

- annually updating the school profile including that of staffing.
- at least annual reports on outcomes and progress of students including by groups.
- annual reports of racist, homophobic or other forms of bullying.
- annual report on attendance and exclusions-including by groups.
- SEN report.
- progress against targets and identified areas of need addressed in the school development plan (SDP).
- site and premises updates including Health & Safety and disability access.
- ensure our recruitment procedures comply with all statutory legislation.
- surveys from all stakeholders.
- impact assessments on any new policies/projects.

### **Impact Assessments**

The School will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find out template impact assessment form at Appendix A.

### **Equality Action Plan**

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Appendix B.

**Equality Impact Assessment of Policy/Project**

Equality Impact Assessment of \_\_\_\_\_ Policy/Project:

CARRIED OUT BY:		DATE:	
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**Groups that may be affected:**

<b>Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Yes (Provide reasons if no adjustments are made)	No
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender</b> (male, female)		
<b>Gender reassignment</b> (transsexual)		
<b>Pregnancy and maternity</b>		
<b>Racial Groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		



## Appendix B

### Single Equality Action Plan

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to in the Single Equality Scheme.

The action plan is structured around our school's key diversity objectives and sits with our School Development Plan:

- To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

Action	Equality (which strand(s) does it impact on?)	Timescale	Responsibility	Progress
To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning.	<i>Please see SDIP and curriculum</i>			
To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect.	<i>Please see SDIP and curriculum</i>			
For everyone to examine their own prejudices to prevent any form of unconscious discrimination.	<i>Please see SDIP and curriculum</i>			
To increase staff and student knowledge and understanding of equality and diversity issues.	<i>Please see SDIP and curriculum</i>			
Work with stakeholders to deliver more effective and equal outcomes for staff and students.	<i>Please see SDIP and curriculum</i>			