



Name of School	The Toynbee School
Date of Policy Issue/Review	Feb 2021
Name of Responsible Manager/Headteacher	Matthew Longden
Governors' Sub-Committee	Finance and Staffing Committee

Toynbee School; Single Equality Statement (SES)

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Statement, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

2. School Aims

Our primary aim at Toynbee School is to encourage students to be self-confident, positive and enquiring. Students who leave Toynbee School are well prepared for education and employment with a sense of worth and value. The aspirations of our young people are central to the work of the school. We expect high standards throughout our community and learning is driven with a sense of purpose and excitement.

Toynbee School provides many opportunities for young people to develop their knowledge and skills. Our rich and innovative curriculum is supported by well qualified teachers who pride themselves on delivering a quality learning experience. We are a caring, friendly and inclusive school that focuses on the needs of each individual.

Toynbee School offers a full and varied extra-curricular programme for its students providing a nurturing environment to develop the many skills of our young people. We believe in 'Personal Best'. Our students are encouraged to strive for excellence in everything they do.

3. School Vision and Values

We are a school that strives for excellence and personal best in all that we do. We aim to provide a holistic and inclusive educational experience for all our young people. Toynbee is a 'talking school' and we believe that active partnerships with all members of our community give us the character and ethos that is so respected. Fundamental to our work is the following:

- a safe, nurturing and enjoyable environment
- high standards of care, guidance and expectations about standards of dress and behaviour
- purposeful learning and high quality teaching leading to academic success
- collective responsibility through co-operation and collaboration
- an exciting and extended curriculum that meets the needs of all our students
- excellent specialist staff who are trained and equipped for educational development and innovation
- supportive relationships between parents, staff and Governors
- high standards of professional and ethical behaviour
- a culture of leadership and empowerment
- a specialism to be proud of that enhances the life of the school
- an approachable and reflective attitude as well as being forward thinking

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted
- a common vision and a belief that our school is at the heart of the community; building bridges, recognising and valuing the diversity of people's backgrounds locally, nationally and internationally as well as promoting equal life chances
- promoting the spiritual, moral, social and cultural development of pupils

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

2. Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

School Context

The characteristics of our School

Toynbee is a mixed comprehensive school with 804 pupils from a wide ranging catchment area. Our roll includes many highly articulate pupils who are above average attainment on entry to the school as well as a significant number of pupils with special educational needs. There are 2 main pupil groups. The first from Chandlers Ford and the second from Eastleigh. The school has a community from a wide range of economic and social backgrounds and the deprivation factor is low. The school is also a specialist resource centre for 18 visually impaired pupils who come from a wide Hampshire catchment. 86% of pupils are white British with 14 % of ethnic minority groups which has been steadily increasing. There are 3.4% pupils with SEN statements and 11.6 % students who are SEN. 5.2% of pupils are FSM and 153 pupil premium.

Our local community is divided by a motorway, the identity, facilities and character of two quite different towns; the 'new, leafy and aspirational' Chandlers Ford and the 'traditional Victorian' railway town of Eastleigh, and the long standing rivalry with local schools which compete vigorously over catchment areas. The two towns offer varying opportunities for our young people:-

Eastleigh

Cinema & Bowling
Cultural centre for the Arts
Visitor attractions
Airport
Fast rail links
Good bus service & links
Large shopping centre
Leisure Centre
Local Borough Council
Home to many businesses

Chandlers Ford

A variety of Housing estates

Local rail link recently re-opened
Good bus service
70's style precinct

B and Q, Legal firms

“Chandler's Ford could be described as a town of housing estates and little else. Due to the development of the town, there is little identifiable town centre.” Source - Wikipedia. The latest census in 2001 showed CF to have a population of 21,436, across 8,334 households. The ethnicity of the population was mainly white, with only 151 mixed race people, 302 Asian or Asian British people, 37 Black or Black British people and 129 in other ethnic group In 2001, 15,646 of the population were Christians, 2,884 professed no religion, and 1,154 did not state their religious beliefs-There were 0.2% Buddhists, 0.3% Hindus, 0.1% Jews, 0.3% Muslims, 0.5% Sikhs, and 0.3% people of other religions living in the ward.

By contrast, Eastleigh is a town with a strong sense of its past, being the site of a Roman settlement and described in the Domesday Book. Yet it “has seen a rapid and controlled expansion in residential, industrial and commercial development over recent years. The borough of Eastleigh was ranked the "9th best place to live in the UK 2006" by a Channel 4 programme.” Source – Wikipedia. Historically, the economy of the area has strong links with the transport industry, being the base for the ‘London & South West Railway Company’ from 1838 and Nine Elms Locomotive Company which transferred to Eastleigh from London in 1891, and the Spitfire was built here and underwent its first test flight from Eastleigh Aerodrome in 1936. The famous Victorian authoress Charlotte Yonge who also lived in the borough, named the town and sponsored the building of one its parish church. The economy of the borough today is dominated by the retail sector, which accounts for around 33 per cent of the jobs in the borough, and this proportion is rising, although the top floor of the Swan Shopping Centre remains unlet and empty. Whilst Eastleigh also has proportionately more manufacturing and construction jobs than the nation, the number of jobs in these sectors is declining in the borough. In the last year there are signs that the investment in the town has shifted with the large manufacturing site of Pirelli’s closing down.

In the 2011 census, Eastleigh had a population of 125,200, consisting of 57,000 males and 59,169 females. Population has increased by 9,000

2020 Data

Characteristics	Total	Breakdown
Number of pupils	1023	Female 48% Male 52%
Number of staff	120	
Number of governors	16	Female 44% Male 56%
Religious character		Non-denominational
Attainment on entry		Broadly average since 2019
Stability of school population	NA	
Pupils eligibility for FSM	10.2%	
Deprivation factor	0.1%	
Pupils from a minority ethnic background	9.5%	
Staff from a minority ethnic background	5.0 %	
Pupils who speak English as an additional language	9.5 %	
Pupils with SEN (including statements)	13.5%	
Pupils who have statements of SEN	2.2%	
Average attendance rate	95.5%	Figure for academic year 2019-20
Significant partnerships, community services, extended provision, special units.		Eastleigh School Inclusion Partnership Eastleigh Local Children's Partnership Wildern School Hounslow

		University of Southampton University of Winchester
Awards, accreditations, specialist status		Investors in People Humanities Specialist Status International School Award Arts Council Geography Quality Mark ArtsMark Silver Award

For more facts and figures about the school, the following websites provide useful equality information:

- the Hampshire Facts and Figures website
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- Department for Education – national School Workforce Census data:
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

The most recent information collected by the school will be available on the school website from October 2014 and updated annually thereafter. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

3. Using equality information

We use the information collected to

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

The Legal Background

General duties:

Disability general duty — *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty — *Sex Discrimination Act as amended by the Equality Act 2006*.

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty — *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty — *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We **will** increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DFE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English
- a comprehensive process to monitor and track progress and to identify and address need

Specific duties for disability, race and gender:

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of this equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Equality and Diversity Action Plan (see Section 7).

Where appropriate, action will also be identified in the school's Self Evaluation Form, Strategic Plan and resultant Action Plans as well in subject and year team action plans.

4. Roles and Responsibilities

The Governing Body of Toynbee School supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

- Every year senior and middle leaders will report to the Headteacher on actions and progress
- Every year there will be a report on equality and diversity to the Governing Body
- All staff are responsible for delivering the scheme both as employees and as it relates to their area of work

Responsibility	Key person
Combined Equality Scheme	Matthew Longden, Headteacher
Disability equality (including bullying incidents)	Paul Lawrence, Assistant Headteacher
SEN/LDD (including bullying incidents)	SENCO – Emma Bates/Guidance Manager
Accessibility	Matthew Longden
Gender equality (including bullying incidents)	Matthew Longden/Paul Lawrence
Race equality (including racist incidents)	Matthew Longden
Equality and diversity in curriculum content	Matthew Longden/Andrew Kerwood
Equality and diversity in student achievement	Andrew Kerwood
Equality and diversity — behaviour and exclusions	Paul Lawrence
Participation in all aspects of school life	Matthew Longden
Overview of bullying and racist incidents	Paul Lawrence
Impact assessment	Matthew Longden
Stakeholder consultation	Matthew Longden
Policy review	Matthew Longden
Communication and publishing	Matthew Longden
CPD	Paul Lawrence
EAL	Emma Bates

Commitment to review

The school equality scheme will be aligned with the School Strategic Plan, Improvement Action Plans and the Site Development Strategy. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions.

Commitment to action

Governors will:

Policy Development	•Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	•Provide leadership and ensure the accountability of the Headteacher and Senior Team for the communication and implementation of school policies
Behaviour	•Provide appropriate role models for all managers, staff and pupils •Congratulate examples of good practice from the school and among individual managers, staff and pupils •Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	•Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of "returns" to the Local Authority)

Headteacher and Senior Team will:

Policy Development	•Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	•Be accountable for the behaviour of staff and pupils, both collectively and as Individuals •Ensure the effective communication of the policies to all pupils, staff and stakeholders •Ensure that managers and staff are trained as necessary to carry out the policies •Oversee the effective implementation of the policies •Highlight good practice and promote it throughout the school and wider community •Hold line managers accountable for effective policy implementation

Behaviour	<ul style="list-style-type: none"> •Provide appropriate role models for all managers, staff and pupils •Highlight good practice from departments, individual managers, staff and pupils •Provide mechanisms for the sharing of good practice •Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> •Ensure that the school carries out its statutory duties effectively

Department Heads/Responsible staff:

Policy Development	<ul style="list-style-type: none"> •Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> •Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary •Be accountable for the behaviour of the staff team, individual members of staff and pupils •Use informal and formal procedures as necessary to deal with "difficult" situations
Behaviour	<ul style="list-style-type: none"> •Behave in accordance with the school's policies, leading by example •Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> •Contribute to managing the implementation of the school's equality scheme

All staff will:

Policy Development	<ul style="list-style-type: none"> •Contribute to consultations and reviews •Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> •Maintain awareness of the school's current equality policy and procedures •Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> •Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme •Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> •Contribute to the implementation of the school's equality scheme

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so eg. reasonable adjustments (*schools will need to add in and auxiliary aids once this duty comes into effect*), and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team by:

- *embedding equality and inclusion into our learner voice strategies or staff meetings*
- *providing support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people*
- *addressing under-representation on the student council or on the governing body*
- *involving learners, parents, staff and others in developing policy and practice where equality issues are key eg. bullying policies*

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are;

<u>Statutory Policies:</u>	<u>Staff Responsible</u>
Charging – Remissions Policy	L/Jp
Child Protection Policy	Lw/L
Complaints Policy and Procedure	L
Disciplinary Policy with Bullying	Lw/L
Equal Opportunities Employment Policy	L/Lw
Equality Policy	L/Lw
Freedom on Information	L
First Aid Policy	L/SLT
Health and Safety Policy	L
Pay Policy	L/Jp/LW
Payment of Governors Allowances Policy	L
Performance Management Policy	LW
School Accessibility Plan	L
SEN Policy	Lw
Sex Education Policy	Lw

Single Equality Scheme	Lw/L
TOR for Governors Exclusion of Pupils Panel	L/Lw
Whistle Blowing	L

Non-Statutory Policies:

Staff Responsible

Attendance Policy	Lw
Absence Policy (staff)	L
Assemblies Policy	LW
Assessment and Marking Policy	Kw
Best Value Statement	L
Careers Policy	Bt
Communications Policy	L
Curriculum Policy	KW
Finance Policy	L
Gifted and Talented Policy	SLT
Governor Visits Protocol & document pack	SLT
Home Learning Policy	KW
ICT Acceptable Use Policy (staff/pupils)	L
LRC Policy	Ds

Nutrition Standards Policy	L
Out of School Hours Learning and Community Lettings Policy	L/JP/NB
Physical Intervention Policy	Lw
School Visits Offsite Activities	L/Ht
Security Policy	L
Senior Leadership Team responsibilities	L
Staff Development Policy	LW/SLT
Staff Dress Code	L
Substance Misuse Policy	Lw
Target Setting Policy	Kw
Teaching and Learning Policy	SLT
Teaching and Learning Structure Chart	L/SLT

7. Roles and responsibilities

The governing body will

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

The head teacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objective(s)
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

The senior leadership team will

- drive forward implementation of the Statement and action to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization

All staff will

- recognise that they have a role and responsibility in their day-to-day work to
 - eliminate discrimination, advance equality and foster good relations

- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

The following areas are dealt with by specific staff:

- | | | |
|------------------------------------|---|-------------------------------|
| • Discrimination/Harassment | - | Matthew Longden/Paul Lawrence |
| • Bullying | - | Guidance Team |
| • Progress/attainment | - | Andrew Kerwood |
| • Careers (students) | - | Claire Thwaites |
| • Career progression staff | - | Paul Lawrence/ New AHT |
| • Reasonable adjustment (disabled) | - | Matthew Longden/Jon Price |

For further information, or to request this Statement in an alternative format, please contact:

admin@toynbee.hants.sch.uk

Date statement approved by GB:

Date for statement review:

THE EQUALITY AND DIVERSITY ACTION PLAN

R = Racial	D = Disability	G= Gender
A = Age	RB = Religion & Belief	SO = Sexual Orientation

Objective 1: To prevent discrimination against staff

DIMENSION								AREA	TASK/TIMESCALE	PERSONNEL RESPONSIBLE	RESOURCES	SUCCESS MEASURE
R	D	G	C	S	O	R	A					
✓	✓	✓	✓	✓	✓	✓	✓	1.1 Recruitment	On-going: Ensure all processes comply with safe and fair recruitment guidance and LA requirements	SLT/Jp/Govs	Recruitment documentation/ time	Paperwork spot check
✓	✓	✓	✓	✓	✓	✓	✓	1.2 Employment and promotion	Ongoing. Ensure all processes comply with DFE/LA pay and conditions/workforce reform requirements	SLT/Jp/Govs	As above	As above
✓	✓	✓	✓	✓	✓	✓	✓	1.3 CPD and training	Ensure all CPD and training processes comply with school policies and DfE/LA requirements	L/LW	Annual CPD plan/time	Blue Sky analysis
✓	✓	✓	✓	✓	✓	✓	✓	1.4 Staff capability, grievance or disciplinary procedures	Ensure all personnel practices comply with school policies EPS/DFE	L/SLT/Govs	As process	Annual Review
✓	✓	✓	✓	✓	✓	✓	✓	1.5 Disabled staff	Ensure a person with a disability is not at a substantial disadvantage compared to those who are not disabled by making reasonable adjustments seeking advice and implementing appropriate plans	L/Govs	Time/school budget	Implementation and review as above
✓	✓	✓	✓	✓	✓	✓	✓	L6 Data collection and analysis	Annually in September collected data by gender, age, ethnicity, sexual orientation and disability. Also number of staff/staff recruitment data and staff discipline and capability.	L/Jp/Govs	Time	Analysis and identification of key actions re policy change and practice.
							1.5 Disabled staff					

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Objective 2: To prevent discrimination against students											
DIMENSION							AREA	TASK/TIME SCALE	PERSONNEL RESPONSIBLE	RESOURCES	SUCCESS MEASURE
R	D	G	C	S	O	R					
✓	✓	✓	✓	✓	✓	✓	2.1 Admissions	Annually in January: Ensure Admissions Policy complies with DfE and LA requirements.	Lw/Tm	Time	GB minutes show Policy discussed and agreed
✓	✓	✓	✓	✓	✓	✓	2.2 Class allocation	Annually in July: Ensure setting is done fairly; ensure there is no discrimination against students.	HODs/SLT	Time	
							2.3 Meeting individual needs	On-going: Ensure the school meets the needs of students with disabilities by: <ul style="list-style-type: none"> drawing up individual plans where necessary. consulting external agencies and parents/carers to provide specific support (eg, Occupational Therapist, Ed Psychologist). 	Lw/SEN Mgrs	Time/ Planning	Support plans fully in place and implemented
							2.4 Curriculum accessibility	On-going: Ensure the curriculum is accessible and adapted where necessary, including through: <ul style="list-style-type: none"> creating visual prompts and aids for student with specific needs. using laptops, electronic writers and computers based upon individual need. enlarging work for VI students. adapting documents into different languages, including Braille. making special provision for HI students completing auditory tasks or listening exams. making exam access arrangements in line with JCQ guidelines. 	SEN Mgrs	Appropriately distributed resources through ICT	Support in place

THE EQUALITY AND DIVERSITY ACTION PLAN

Objective 3: To promote equality											
DIMENSION							AREA	TASK/ TIME SCALE	PERSONNEL RESPONSIBLE	RESOURCES	SUCCESS MEASURE
R	D	G	CC	S	O	R					
✓	✓	✓	✓	✓	✓	✓	3.1 Relationships and understanding	Foster good relationships between students, avoid discrimination and develop student understanding of equality in accordance with <i>Every Child Matters</i> and the Healthy Schools award, especially through: <ul style="list-style-type: none"> • active tutorial work • Citizenship • Personal, Social, Health, Careers and Enterprise • SEAL (Social and Emotional Aspects of Learning) • Thoughts for the Day • assemblies • themed days • curriculum content and delivery 	All teaching staff	Planning and delivery time, booklets and teaching resources, assembly bank.	Good behavior and relationships noted through questionnaire and audit.
✓	✓	✓	✓	✓	✓	✓	3.2 Participation and contribution	Encourage positive contribution and participation of all groups by: offering tailored extra-curricular activities, such as social skills club, homework support club for students with SEN. <ul style="list-style-type: none"> • monitoring participation in enrichment activities, year group activities and students holding posts of responsibility. • making special provision to enable vulnerable students to take part in school trips. • monitoring merits and other awards. • reporting/publicising successes in newsletters, website and displays around the school. 	HODS/HOYs SLT/SEN Managers	Time and budget for provision. Admin time for display/newsletters.	High levels of participation shown in survey
	✓						3.3 Accessibility and special provision	Ensure appropriate special provision for students with disabilities is made, including: <ul style="list-style-type: none"> • provision of accessible toilets. • making appropriate lunch arrangements, for example to enable students to eat in a quieter area. 	W/Site/ SEN	Time/ building plan	Provision in place

EQUALITY AND DIVERSITY ACTION PLAN

Objective 3: To promote equality

DIMENSION							AREA	TASK/TIMESCALE	PERSONNEL RESPONSIBLE	RESOURCES	MEASURES OF SUCCESS
R	D	G	CC	SO	RB	A					
✓							3.4 Faith Festivals	Ensure faith festivals are recognised and appropriate provision is made through: <ul style="list-style-type: none"> • opportunities for faith extra-curricular activities. • RE lessons, assemblies and Thoughts for the Day. • ensuring staff are aware of individual students observing religious requirements (eg, fasting at Ramadan) 	HODs/PDs/ All staff	Published information / resources	
✓	✓	✓	✓	✓	✓	✓		Ensure commitment to equal opps and promotion of positive images through: <ul style="list-style-type: none"> • Website, prospectus, newsletters, SRB and behaviour charter. • Curriculum materials and displays reflect different disabilities, cultures, faiths and genders; schemes of work adapted as necessary. 	All staff	Time; replacement of inappropriate materials	Publications and website show positive images of disabled people
✓	✓						3.6 Home-School Communication	Ensure information is given in appropriate format to parents / carers with disabilities and those who do not speak or read English	L	Appropriate publication	Clear published materials
✓	✓	✓	✓	✓	✓	✓	3.7 Staff awareness and training	Ensure Equal Opps embedded in routines, included in Staff Handbook and addressed in induction programme for new staff, including: <ul style="list-style-type: none"> • Combined Equality Scheme and action plan. • how to report incidents of discrimination or bullying. • specific training for working with particular groups of students. • developing links with local community and external agencies to support the promotion of equality. 	SLT	Time	Clear published materials

EQUALITY AND DIVERSITY ACTION PLAN

Objective 4: To monitor the impact of the Equality Scheme

DIMENSION							AREA	TASK/TIMESCALE	PERSONNEL RESPONSIBLE	RESOURCES	MEASURES OF SUCCESS
R	D	G	CC	SR	RB	A					
✓	✓	✓	✓	✓	✓	✓	4.1 Impact Assessments	On-going: Undertake impact assessments on all processes, policies, strategies	L/SLT	Time	All policies assessed; no discrimination against any group
✓	✓	✓	✓	✓	✓	✓	4.2 Data collection (staff)	Annually in September: Collect data by gender, age, ethnicity and disability: <ul style="list-style-type: none"> • number of staff and role • staff recruitment monitoring data • staff discipline and capability • complaints received 	L/Jp	Time	Identify any key actions to be taken and make recommendations to SIT and Governors about necessary changes to policy and practice. Implement any necessary changes
✓	✓	✓	✓	✓	✓	✓		Collect data by gender, age, ethnicity, disability and free school meals eligibility: <ul style="list-style-type: none"> • Termly: number of students by year, by subject at KS4 • Termly: overall attendance data • Termly: target setting and intervention records • Annually: examination performance data • Termly: student sanctions / rewards • Termly: bullying records • Twice yearly: student voice • Annually: complaints 	HODs/PDs	Time	Intervention as necessary
✓	✓	✓	✓	✓	✓	✓	4.4 Feedback to parents	Termly: Include section in newsletter for Equality and Diversity specifying actions that have been taken that will be of interest to parents and students.	L	None	An article related to diversity and equality in each newsletter and regular items on the agenda of the Parental Communication Group.
✓	✓	✓	✓	✓	✓	✓	4.5 Review of E&D Plan	Annually in July: Review the Equality and Diversity Plan. Annually in September: Publish Equality and Diversity Plan	L/SLT	Time	Equality and Diversity Plan published / placed on website
✓	✓	✓	✓	✓	✓	✓	4.6 Whole school planning	On-going: Ensure that all action plans incorporate elements of Equality and Diversity throughout and impact is assessed. On-going: Include across staff training events	L/SLT	Clear impact assessment procedures	Equality and diversity issues considered in school development planning and self evaluation.

APPENDIX A – Equalities Information

We recognize that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimization and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

STAKEHOLDER CONSULTATION

Toynbee School is committed to encouraging everyone to contribute to the development of policies and practices which affect the school and the wider community. We provide specific consultation in the form of surveys and we use the Ofsted Stakeholder survey as the basis for this. Our latest Survey, as of Spring 2019 (Ofsted Parent View): Toynbee school inspection questionnaire

- 94% of parents said that the school informed them of their child's progress and achievement.
- 89% of parents said that their child had been encouraged to behave well and they knew what was expected.
- 98% of parents said the school keeps their child safe and provides a good level of care and support.
- 95% of parents said their child knows who to speak to if they have a problem.
- 97% of parents said they are happy with their child's experience at the school.
- 93% of parents said the school is well led and managed. .
- 95% said the school helps them to support their child's learning with valuable information

Pupil Related Data (School Survey/2019 latest data)

Information	Evidence and commentary																		
National curriculum Year group	Year 7: 210 Year 8: 212 Year 9: 203 Year 10: 196 Year 11: 199																		
Groups For update after census	<p>Free School Meals:</p> Year 7: 26 Year 8: 16 Year 9: 25 Year 10: 17 Year 11: 22																		
	<p>Minority Ethnic Groups:</p> Year 7: 52 Year 8: 41 Year 9: 33 Year 10: 32 Year 11: 39																		
	<p>SEN:</p> <table border="0"> <thead> <tr> <th></th> <th>K</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>Year 7:</td> <td>21</td> <td>7</td> </tr> <tr> <td>Year 8:</td> <td>27</td> <td>7</td> </tr> <tr> <td>Year 9:</td> <td>30</td> <td>7</td> </tr> <tr> <td>Year 10:</td> <td>17</td> <td>7</td> </tr> <tr> <td>Year 11:</td> <td>21</td> <td>3</td> </tr> </tbody> </table>		K	EHCP	Year 7:	21	7	Year 8:	27	7	Year 9:	30	7	Year 10:	17	7	Year 11:	21	3
	K	EHCP																	
Year 7:	21	7																	
Year 8:	27	7																	
Year 9:	30	7																	
Year 10:	17	7																	
Year 11:	21	3																	
	<p>Children Looked after: 6 in total:</p>																		
Attainment	Prior Attainment (APS KS2) Not available (No SATS)																		
Attainment in Maths	<table border="0"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>TBC</td> <td></td> <td></td> </tr> </tbody> </table>		School	National	TBC														
	School	National																	
TBC																			
Attainment in English	<table border="0"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>TBC</td> <td></td> <td></td> </tr> </tbody> </table>		School	National	TBC														
	School	National																	
TBC																			
Attainment by Group	<p>Free School Meals: TBC</p> <p>Looked After Children: TBC</p>																		
Participation in the Student council by race/gender	<p>2.0% EM</p>																		
Participation in school clubs by race and gender	<p>12% EM</p>																		

KS3/KS4 Awards by gender and race	12% EM Year 11 leavers

Staff Data Sept 2020

Information	Evidence and commentary
Gender of workforce as at 2019 September	females males
Race distribution of workforce as at September 2020	3.5% of staff ethnic minority
Applications by gender 2019-20	On recent recruitment: females 33% males
Attendance at external training by gender in 2016-2017	38 females (80%) 9 males (20%)
Leavers by gender 2016-2017	Females Male
Sexual orientation	From the latest survey: 1 member is LGBT
Staff disabilities	3 known

Appendix C

THE TOYNBEE SCHOOL EQUAL OPPORTUNITIES EMPLOYMENT POLICY

1. Introduction

The Governing Body of the school recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all its' staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. This policy sets out the principles under which the Governing Body of the school will operate to meet these aims.

The policy has been shared with staff representatives, trade unions and professional associations. It is available to all staff in the school and to any prospective applicant. The Governing Body welcomes any comments or contributions to the policy document.

2. Statement of Intent

The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. This policy focuses specifically on the employment of staff in the school. The Governing Body recognises the value of a diverse and inclusive workforce. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions. All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements. The only personal characteristics, which will be taken into account, will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

3. Statutory requirements

The Governing Body is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the "protected characteristics" that qualify for protection from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman, or a person from a particular religion or racial group. The governing body will not normally seek to use exemptions from the above Acts.

The Governing Body will give sympathetic consideration to requests for time off or for religious observance from staff who are active members of particular religions or beliefs, although such

time off will be unpaid and will be considered only subject to the operational requirements of the school.

The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

Where applicable, the Governing Body operates a policy of automatic entitlement to interview for any disabled applicant who meets the essential criteria for a vacant post. In any event, although there may be practical difficulties in the appointment of some disabled people to the school, this will not be a factor in preventing their full and proper consideration and reasonable adjustments will be considered as required.

The Governing Body acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

4. Advertising of vacancies

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. Where appropriate, vacancies will be advertised externally.

5. Selection for appointment or promotion

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- i. a job description and/or role profile will be drawn up which accurately describes the duties of the post
- ii. an objective and sufficiently detailed person specification will be defined from the a job description and/or role profile
- iii. from these documents a list of objectively assessed selection criteria will be drawn up
- iv. job descriptions and/or role profiles, person specifications and selection criteria will be available to all candidates
- v. shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate
- vi. all interview panel members must be trained in selection techniques
- vii. at least one person on each panel will be trained in equality and the requirements of anti-discrimination legislation
- viii. selection decisions will be made against the agreed criteria and no other criteria will be used
- ix. a written record of the selection decision relating to the agreed criteria will be retained
- x. reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school

6. Specific Issues

- i. Age
The Governing Body is opposed to any direct or indirect discrimination based on age.
- ii. Disability
The Governing Body is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise to carry out the duties of a post in the school. Where applicable, all candidates with disabilities who meet the basic essential criteria for a post will be interviewed. Where a candidate who has a disability is appointed to a post in the

school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

iii. Gender reassignment

The Governing Body is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex

iv. Marital status or civil partnership

The Governing Body is opposed to any discrimination against employees who are married or in a civil partnership.

v. Pregnancy and maternity

The Governing Body is opposed to any discrimination against a woman because of her pregnancy and/or maternity leave.

vi. Race

The Governing Body is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and where an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

vii. Religion or Belief

The Governing Body is opposed to any direct or indirect discrimination based on religion or belief.

viii. Sex

The Governing Body is opposed to any direct or indirect discrimination based on gender. There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

ix. Sexual Orientation

The Governing Body is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

x. Harassment or bullying

The Governing Body is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Governing Body is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

xi. Non-statutory aspects

Although there is no statutory requirement not to discriminate against other groups, or characteristics of staff, the Governing Body wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

7. Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action

designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

8. Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work as set out in the Complaints Policy and in the Whistle Blowing Policy. In addition, staff have the right to approach their professional association or trade union representative for support. Alternatively, the [Employee Support Line](#) or [Teacherline](#) can also provide appropriate support.

9. Monitoring the Policy

An Equality policy can only be shown to be effective if its implementation is properly monitored. Given the scope of our policy, this means monitoring both the existing staff of the school and all applications from outside of the school. The school will therefore keep records of existing staff and new applicants which can be analysed to provide data to assess whether this policy is working in practice.

The Governing Body will regularly monitor the effectiveness of this policy by the following methods:

- i. The existing workforce will be invited to complete a [monitoring form](#) so that data is available on the composition of the staff group.
- ii. All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of this policy.
- iii. All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an

interview or carry out the duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.

- iv. A governor will carry out an annual audit visit to school for this policy and will check the monitoring forms as part of this process.
- v. Staff and governors will be invited to give feedback from time to time, and to make suggestions for improvements.
- vi. The Governing Body will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998.

10. Non-employment aspects of equality

This policy relates only to the employment aspects of the activities of the school. The principles outlined here by the Governing Body of fair and equal treatment apply equally to our approach to pupils and parents of the school and to our dealings with members of the local community and all outside agencies. The school's policy on equality in the curriculum and the treatment of pupils is set out in a separate policy document.

11. Training

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of the school managers and governors in issues of equality and discrimination, is an essential part of our Equality policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

12. General statement

The Equality policy will be reviewed and updated by the Governing Body on an annual basis. The policy will then be given to all staff through normal management meeting mechanisms and managers/supervisors will ensure that it is known and understood by all staff. The policy will also be made available to potential applicants for vacant positions in the school.

This policy is based on the HCC Model Policy September 2010 from the Manual of Personnel Practise Volume 1

POLICY STATEMENT ON EQUALITY OF OPPORTUNITY INCLUDING RACE EQUALITY

1. Purpose

Through its ethos, policies and practices, Toynbee School will act to protect the rights of all individuals and offer opportunities for all students and staff to fulfil their potential.

Furthermore, the school will promote good race relations, respect for cultural diversity and community spirit. Racial understanding and harmony will be presented as healthy. Racial discrimination and prejudice will have no place in school life.

2. Principles

The School will engender

- mutual respect and the valuing of differences between people.
- an inclusive ethos.
- the promotion of racial equality and good race relations.

The School will

- prepare students for life in diverse society.
- be proactive in tackling and eliminating discrimination.
- act to prevent and tackle harassment and bullying.
- provide for the needs of students with disabilities.
- act to minimise the effect of social and economic deprivation on learning.
- Deploy resources appropriate to the needs of students across the ability range.

3. Statutory framework

Sex Discrimination Act 1975

Race Relations Act, 1976

Disability Discrimination Act, 1995

Human Rights Act, 1998

School Standards and Framework Act 1998

Race Relations Act, 2000

Special Educational Needs and Disability Act 2001

Childrens Act 2004

The Disability Discrimination Act 2005

Equality Act 2006

Childrens & Young Persons Act 2008

4. Relationship to other policies (if relevant)

Admissions

Curriculum

Special Educational Needs

Student Discipline and Behaviour

5. Monitoring and evaluation

Adherence to this policy will be monitored by the Governing Body, Head Teacher and Senior Leadership Team.

The policy will be reviewed by the Governing Body, Head Teacher and Senior Leadership Team biannually, or more frequently if need arises.

Procedures / guidelines arising from the policy will be reviewed and if necessary, revised.

Toynbee School

POLICY STATEMENT ON EQUALITY OF OPPORTUNITY INCLUDING RACE EQUALITY

6. Division of Responsibilities

6.1 Governors are responsible for ensuring that:

- The membership of the Toynbee Board of governors reflects the diversity of the communities served by the school
- The School's strategic plan includes a commitment to equality
- Equalities training features as part of the School's strategic plan
- They are aware of the School's statutory responsibilities in relation to race legislation as an employer and service provider
- They receive and respond to the racial data

6.2 The Senior Leadership Team is responsible for ensuring that:

- The Senior Leadership Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges racist or inappropriate behaviour on the part of managers, staff or learners
- They are aware of the School's statutory duties in relation to gender legislation
- All aspects of School policy and activity are sensitive to racial issues
- Targetted group monitoring information is collected and analysed
- Targets are set for the achievements of learners based upon the analysis of specific groups
- Curriculum areas are required to assess performance in relation to specific groups and take action as appropriate
- The procedures for the recruitment and promotion of staff enshrine best practise in equal opportunities
- The School's publicity materials present appropriate and positive messages about all groups
- Learner induction programmes and tutorial programmes reflect the School's commitment to promote equality of opportunity
- Appropriate training and development is provided to support the appreciation and understanding of diversity.

6.3 Staff are responsible for ensuring that:

- They are aware of the School's statutory duties in relation to legislation
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity
- They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff
- The school and each of its individual staff confront prejudice, whether witting or unwitting, whenever it occurs.

7. Complaints

7.1 The School will seek to provide a supportive environment for those who make claims of discrimination or harassment. This includes pupils and staff.

7.2 Acts of racial discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.

7.3 Staff who feel they are being discriminated against by other members of staff should raise the matter under the HCC Model Personnel Practise Manual adopted by the Governors: "Grievance procedure".

7.4 If, in the course of their work, School staff suffer racial discrimination from members of the public, the school will take appropriate action and provide appropriate support.

Toynbee School
POLICY STATEMENT ON EQUALITY OF OPPORTUNITY
INCLUDING RACE EQUALITY

7. Complaints *(continued from previous page)*

- 7.5 Any racist behaviour directed against staff by students will be dealt with under the student disciplinary policy.

Administrative Ownership:

Senior Leadership Team

Toynbee School
GUIDELINES
Supporting the Policy Statement On Equality Of Opportunity
Including Race Equality

Student Issues

A. Curriculum

In that the School aims to promote an atmosphere where all students can achieve, all departments should:

- provide a fully differentiated curriculum which caters for the needs of all students.
- implement methods of assessment (including self-assessment) which allows all students' achievements to be recognised and valued.
- work with the Special Education Needs (SEN) Department to ensure the needs of all students are met, and that their progress is monitored on a regular basis with appropriate interventions to combat underachievement.
- cater for the needs of students regardless of ability.
- reflect the multi-ethnic makeup of the nation in its work schemes and displays.

B. Race And Religion

The School will

- provide appropriate support for those students whose mother tongue is not English
- teach all students to understand and respect the beliefs and practices of all the major world faiths and be sympathetic to dietary conventions and codes of dress
- support students in understanding their own religious experience and to be aware of the different expectations put on students by their religions.

C. Gender

The School will

- to combat discrimination which exists as a consequence of gender difference at all levels of the school community.
- provide positive attitudes towards and perceptions of gender differences and to celebrate their importance.
- to encourage mutual respect for the needs and experiences of the opposite sex amongst all members of the school community.

D. Sexuality

The School will

- help young people to develop insight into their relationships with members of both sexes, to understand and recognise their obligations and responsibilities to others and to be aware that they are responsible for the effects of their behaviour on others.
- act to increase students' self-esteem and eliminate their fears and anxieties about personal, sexual and emotional changes at puberty; to help young people come to terms with their sexuality.
- encourage mutual tolerance amongst students regardless of sexual orientation.

Toynbee School
GUIDELINES
Supporting the Policy Statement On Equality Of Opportunity
Including Race Equality

Student Issues

E. Disability

The School will

- act to create an environment which enables students to perform to the best of their abilities.
- capitalise on the benefits of integration towards a more tolerant and caring society.
- act to ensure equal access for all students of all abilities and disabilities.
- promote understanding and tolerance of students with learning difficulties.

F. Socio Economic Context

The School will

- act to ensure that no student is denied access to the curriculum as a result of their social background.
- promote parental involvement.

Toynbee School
GUIDELINES
Supporting the Policy Statement On Equality Of Opportunity
Including Race Equality

Staff Issues

Recruitment

All job applications will be processed in the same way.

The staff responsible for short-listing, interviewing and selecting candidates will be clearly informed of the selection criteria, and of the need for their consistent application.

Wherever possible, all applicants will be interviewed by at least two people.

All questions that are put to the applicants will relate solely to the requirements of the job.

If it is necessary to assess whether personal circumstances will affect the performance of the job, this will be discussed objectively, without detailed questions based on assumptions about race, sex, religion, national origin, sexual orientation, disability, marital status, children and domestic obligations.

Promotion, Transfer and Training

The School will take such measures as may be necessary to ensure the proper training, supervision and instruction for all Department Heads in order to familiarise them with our

policy on equal opportunities, and in order to help them identify discriminatory acts or practices and to ensure that they promote equal opportunity within the departments for which they are responsible.

All persons responsible for selecting new employees, employees for training, or for transfer to other jobs, will be instructed not to discriminate on gender or racial grounds and on the grounds of the employee's disability or sexual orientation.

When a group of workers predominantly of one race, sex, or type of disability, is excluded from access to promotion, transfer and training and to other benefits, the promotional system will be reviewed to ensure that there is no unlawful, indirect discrimination.

Where general ability and personal quality are the main requirements for promotion to a post, care will be taken to consider favourable candidates of all races, both sexes, and all classes of disability, with different career patterns and genera