



<b>Governors' Committee Responsible:</b>	Resources Committee
<b>Nominated Lead Member of Staff:</b>	Assistant Headteacher
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## INTRODUCTION

### 1. The School Approach to Promoting Equality

The policy sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, students who are pregnant, undergoing or who have undergone gender reassignment and the school. This is the proposed Single Equality Scheme (the Scheme) for Ash Manor School. It describes how Ash Manor will fulfil its statutory duties to:

- promote equality of opportunity
- avoid discrimination
- place the advancement of inclusion, equality and diversity at the centre of its work
- fulfil the requirements of its remit in a way which promotes equality
- ensure that Ash Manor School operates best practice as an employer in pursuit of equality

### 2. Ash Manor's Approach

The proposed Scheme also sets out, as required, Ash Manor School's equality objectives and the approach it intends to adopt to deliver them. The approach set out in the action plan at Annex 1 provides details about how Ash Manor School proposes to deliver its objectives.

## ASH MANOR SCHOOL CONTEXT

### 3. Context

Ash Manor School is a Community School on the Surrey / Hampshire border, which serves the local community. It does not discriminate on lines of ability, disability, gender, ethnicity, language, wealth or religion.

There is a wide ability range with considerable variation across the principal primary partner schools, with a high level of SEN incidence and social need. Background data shows that there are no obvious significant ethnic groups in what is a predominantly 'White British' area. However, Ash and Tongham has been used by Guildford Borough as a location to settle gypsy/roma travellers for many years. The school, however, has been a member of the Gypsy Roma Traveller Project, sponsored by the former DCSF which has led to a general recognition of the needs of this ethnic group locally. The school is also experiencing an increase in the number of students from the Asian continent, particularly those of Nepalese heritage. The number of students with English as an Additional Language has increased from a comparatively low base of 8 four years ago to the 83 students currently categorised in this field. The school aims to educate all young people, regardless of ability, to become positive lifelong learners, raising aspirations and providing a range of opportunities through school development, innovation and partnership working.

While the school does not have a religious character, it nevertheless became an affiliate to the Diocese of Guildford which has brought closer ties with the school and its Church of England Aided Primary Schools. This affiliation has also supported the school's department for Social and Cultural Studies. Locally the school was a founder member of the West Surrey Foundation (WSF) of Schools, a partnership of 9 primary schools plus Ash Manor Secondary. The purpose of the West Surrey Foundation of Schools is to develop and deliver support systems for students who need further help in the education process, as well as developing gifted & talented work and primary/secondary transfer procedures. The school is a founder member of TFN (Education) Limited, which is committed to promoting vocational education in the 14-19 age range. In addition to supporting the 14-19 Diploma application process, TFN (Education) Limited also operates an off-site inclusion centre in order to prevent students becoming excluded from the education process.

The provision of local partnerships also includes the development of an on-site private day nursery, a private tennis coaching centre and the development of a major Guildford Borough supported Health and Fitness Centre. Although not a formally constituted extended school, the school continually seeks to develop activities that benefit students and the community throughout the extended school day. In conjunction with this, the school has received a number of significant awards including, The International Schools Award, and the Investor in Careers Award. Through the above initiatives there has been a positive response throughout the local community.

## THE STATUTORY FRAMEWORK

### 4. The Framework

Ash Manor School operates within a legislative framework. In the context of the Scheme, the legislation below has a particular bearing on the implementation of its responsibilities:

- Race Relations (Amendment) Act 2000: Race Equality
- Equality Act 2006: Gender Equality Duty
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010: Public Sector Equality Duty.

### 5. The Duties

The equality legislation above provides for a number of general duties, which are to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations between:
  - ✎ people of different racial groups
  - ✎ male and female
  - ✎ people with and without a disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life

### 6. Additional Protected Characteristics

There were, until the Equality Act 2010, three areas where individuals were protected from discrimination – race, disability, and gender. The Equality Act 2010 identifies additional protected characteristics which protect individuals from discrimination due to their:

- age;
- religion or belief (including those who hold no religion or belief);
- sexual orientation (lesbian, gay and bisexual people);
- transgender (gender identity);
- pregnancy or maternity;

Full details of each of the general duties are available on the Equality and Human Rights Commission's public sector duties webpage, <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/>

## ASH MANOR'S MISSION

### 7. The Mission

The school's mission is to:

- a. Promote a culture of respect for others
- b. Promote equality by recognising and celebrating differences between people
- c. Provide a community where students are well prepared for life in a diverse society

## **8. How the school promotes its Mission**

The school promotes its mission by seeking to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds, i.e. sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment (N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to students of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age), which extends to the whole school community.

## **ROLES & RESPONSIBILITIES**

### **9. Governors**

School governors are responsible for:

- making sure the school complies with current equality legislation.
- making sure that this policy and its procedures are followed.

### **10. Headteacher**

The Headteacher is responsible for:

- ensuring the policy is readily available and known to all parties.
- ensuring it procedures are followed.
- producing regular information for staff and governors about the policy and how it is working and providing training on the policy where necessary.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination.



### **11. School Staff**

All school Staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- promoting equality and avoiding discrimination against anyone.
- keeping up to date with the law on discrimination and taking training and learning opportunities

### **12. Students**

Students are responsible for:

- keeping equality and diversity on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  -  the anti-bullying policy and specifically racist and homophobic bullying
  -  developing home/class rules which challenge discriminatory behaviour

### **13. Parents/Carers**

Parents/Carer are responsible for:

- a. Keeping equality and diversity issues on the Parent/Teacher Association agenda, through a shared input with staff on developing policies relating to this area e.g. the anti-bullying policy, and inclusion within the Home School Policy

#### **14. Visitors and Contractors**

Visitors and contractors are responsible for:

- a. Knowing and following our equality policy

#### **15. Assistant Headteachers**

Responsibility for overseeing the equality practices in the school lies with the Assistant Headteachers of Ash Manor School by:

- a. Coordinating and monitoring work on equality issues
- b. Dealing with and monitoring work on equality issues
- c. Monitoring the progress and attainment of potentially vulnerable groups of students
- d. Monitoring exclusions