

<b>Person Responsible:</b>	V. Sellars (Assistant Head KS4/5), ratified by V. Howe (Deputy Head)
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*Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.*

*This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.*

*All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.*

*In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility*

*, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:*

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

*A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.*

*The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:*

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

## 1 INTRODUCTION

Gretton School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by the senior leadership team in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the admissions policy, anti-bullying policy, safeguarding and child protection policy, positive relationships policy and the staff handbook.

All policies are available on request and staff have electronic access.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## 2 SCHOOL PROFILE

Gretton School is an independent boarding special school for students aged 5 to 19 with autistic spectrum conditions, specifically high functioning autism.

All students will have a Statement of Educational Need or an Education Health Care Plan (EHCP).

## 3 ROLES AND RESPONSIBILITIES

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting

equality in school above and beyond the responsibilities listed below.

**The School Leadership Team (SLT) will:**

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the senior leadership team on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, students and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

**Staff will:**

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's anti bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to students
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

**Students will:**

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's anti bullying policy
- set a good example regarding behaviour and social awareness to younger students and their peers.

**Parents, carers, and visitors are expected to:**

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan

- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

## 4 KEY GROUPS AT RISK

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

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

## 5 PROMOTING EQUALITY AND SOCIAL AWARENESS IN SCHOOL AND WITHIN THE LOCAL COMMUNITY

### **Community cohesion:**

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

### **Inclusion:**

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

### **Student voice:**

Through our support of the student council we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student council by interactions between students from different year groups, students and staff, and students and the wider community.

### **Staff:**

We recognise that discrimination is unacceptable and although equality of opportunity has been a long standing feature of our employment practices and procedure, we have made the decision to adopt a formal equal opportunities policy.

Breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.

The aim of the policy is to ensure no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

- 1) We will ensure that the policy is circulated to any agencies responsible for our recruitment and a copy of the policy will be made available for all employees and made known to all applicants for employment.
- 2) The policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity.
- 3) The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice.
- 4) We will maintain a neutral working environment in which no employee or worker feels under threat or intimidated.

## 6 TRAINING AND PROMOTION

- 1) Senior staff will receive training in the application of this policy to ensure that they are aware of its contents and provisions.
- 2) All promotions will be in line with this policy.

## 7 MONITORING

- 1) We will maintain and review the employment records of all employees in order to monitor the progress of this policy.
- 2) Monitoring may involve:
  - the collection and classification of information regarding the race in terms of ethnic/national origin and sex of all applicants and current employees;
  - the examination by ethnic/national origin and sex of the distribution of employees and the success rate of the applicants; and
  - recording recruitment, training and promotional records of all employees, the decisions reached and the reason for those decisions.
- 3) The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and staff.

## 8 ANTI-DISCRIMINATION

Gretton School has a strong commitment to equal opportunities, and values diversity amongst members of staff and applicants for employment. It aims to ensure that individuals are treated equally and fairly. The school will not therefore discriminate, directly or indirectly, on the grounds of:

- culture (including race and skin colour)
- ethnic or national origin
- nationality (including citizenship)
- age
- gender
- sexual orientation
- disability
- HIV status
- social class
- marital status
- membership of a trade union
- religion

It is the responsibility of every member of staff to ensure the application of this policy. The success of the policy depends on the contribution made by everyone, in their behaviours, to discourage discrimination, bullying, harassment and victimisation by colleagues and in encouraging good practise.

Gretton School will not tolerate acts which breach these principles and all instances of such behaviour or alleged behaviour will be taken seriously; fully and promptly investigated. Action by any member of staff that is deemed to be unacceptable renders that person liable to disciplinary action, which may lead to dismissal.

## 9 WHOLE SCHOOL APPROACH

Gretton School is committed to educating pupils on the effects of discrimination and stereotyping, though implementing our equality plan consistently across the school and providing the pupils with positive role models.

## 10 PROCEDURE

### Respond:

- treat the issue seriously and respond immediately
- reinforce school's position and rules on discrimination
- focus on the perpetrator's behaviour
- support the victim
- record the allegation using a prejudice incident report form

### Investigate:

- senior manager to lead
- listen to both parties
- address any underlying issues
- judge whether the incident will be investigated under the school's Anti-Discrimination or Disciplinary procedure

**Further response:**

- hear accounts from both the victim and the perpetrator
- address the perpetrator's discriminatory behaviour and correct misperceptions
- reinforce the school's position and rules on discrimination
- bring both parties together and give them a chance to be involved in reflective discussions
- where pupils are involved contact parents/carers and advise them of the situation and to arrange a meeting (if appropriate)
- people have a right to refer cases to the police if they so wish

All proceedings will be documented accurately using the prejudice log, and will be stored securely on Schoolpod.

If the allegation of discriminatory behaviour is against a member of staff, this should be reported immediately to the Headteacher, or designated person for safeguarding. The school utilises the online platform 'Confide' for this purpose. Complaints about the Headteacher should be reported to the Principal. Please see Allegations Against Staff Policy for further information on this process.