

Equalities Policy

Approved by:

Approved Date:

Next Review Date:

Last Review Date:

Governing Body

March 2025

February 2026

March 2025

Contents

1. Introduction	3
2. The School Context	3
3. Equality – aims and values	3
4. A Cohesive Community	4
5. Roles and Responsibilities	5
6. Recruitment and Appointment of staff.....	6
7. Teaching, Learning and the curriculum	7
8. Monitoring and review.....	7
9. Concerns or complaints	7

1. Introduction

This policy sets out the school's approach to promoting equality as defined within the Equality Act (2010). The Public Sector Equality Duty (April 2011, s.149 of the Equality Act 2010) extends to the following protected characteristics: sex, pregnancy and maternity, race, disability, religion or belief, sexual orientation, age and gender reassignment. In addition to this, the school has a Single Equality Scheme which is monitored and reviewed. This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for pupils as individuals or groups. The principles of this policy apply to all members of the extended school community, students, staff, governors, parents/carers and community members.

2. The School Context

Carrington School is a comprehensive secondary school, located in the centre of the Redhill community. We offer a broad curriculum and have a strong focus on care, support and guidance for all students. We have a comprehensive intake from a wide catchment area serving the communities of Earlswood, Redhill, Merstham, Coulsdon, Nutfield, Godstone, Reigate and Kingswood.

3. Equality – aims and values

At Carrington School we actively promote core values and aim to strive for excellence for all in order to promote the highest possible standards. The School's Equality policy provides a framework to pursue our equality duties to have due regard to ensure the following:

- people's ability to achieve their potential is not limited by prejudice or discrimination
- there is respect for and protection of each individual's human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in our community
- there is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

To support our school vision, we have agreed the following aims that underpin our learning and teaching:

At Carrington School we aim for our young people to:

Strive for Excellence

- Gain the best qualifications they have the potential to achieve
- Develop enquiring and independent minds that will equip them for lifelong learning
- Develop the self-worth, self-discipline and respect for others that will make a positive impact on their community and their lives

Become Leaders

- Develop the skills that will enable them to support one another to achieve extraordinary things
- Know the difference between right and wrong, to take responsibility for their actions and to stand up for what they believe in

Seize Opportunity

- Learn from experience to develop the adaptive skills and flexibility of mind to play a successful part in a changing global environment
- Celebrate achievement in its many forms
- Embrace learning and life as an adventure, and have the confidence to take advantage of the opportunities available to them now and in the future.

4. A Cohesive Community

'By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.' – Alan Johnson, 02/11/09

At Carrington School we recognise the term 'community' to have a number of different scales – the school itself, our local area, the UK and global communities. We have a whole school awareness of the three strands that constitute community cohesion of religion, ethnicity and culture and socio-economic factors.

We focus our work to strengthen community cohesion through the following strands:

- Teaching, learning and curriculum – teaching students to understand others, promoting common values and valuing diversity, promoting awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action
- Equity and excellence – ensuring equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups
- Engagement and ethos – providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations.

In order to achieve a cohesive community, Carrington School aims to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of a wider community
- Understand and respond to the needs and hopes of all our communities
- Tackle discrimination through education and role modelling

- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

5. Roles and Responsibilities

5.1. School Governors are responsible for:

- making sure the school complies with all current equality legislation
- having a named governor with responsibility for monitoring equality and discrimination

5.2. The Headteacher is responsible for:

- giving a consistent and high-profile lead on all matters of equality
- promoting equality of opportunity, challenging discrimination, and fostering positive relationships and attitudes inside and outside school
- ensuring that the equality scheme and its procedures are followed
- keeping the governing body informed of data gained from monitoring procedures
- ensuring the school takes appropriate action in cases of harassment and discrimination
- ensuring staff are aware of the equality policy

5.3. The Leadership team are responsible for:

- coordinating policies and actions to promote equality and tackle discrimination
- addressing discrimination and harassment, including racist and homophobic incidents
- monitoring incidents and patterns of discrimination and harassment
- monitoring the attainment and progress of vulnerable groups
- monitoring exclusions and the behaviour of vulnerable groups
- preparing information and data on equality and discrimination for governors

5.4. All staff are responsible for:

- dealing with incidents relating to bias, discrimination or stereotyping on the basis of disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, pregnancy or motherhood, gender reassignment, status as a carer, or perceived ability
- challenging any verbal or other discriminatory behaviour used in the classroom or in a learning context
- making reasonable adjustments when providing a service to those with a disability and not treating these learners less favourably
- promoting equality of opportunity for all members of the School
- showing sensitivity towards and respect for cultural diversity based on the differences between religious traditions of students or their non-belief

- developing empathy for the circumstances faced by students whose backgrounds are different from their own
- keeping up-to-date with the law on discrimination, and taking up training and learning
- Opportunities familiarising themselves with guidance available on fair and appropriate language use

5.5. Students are expected to

- show respect towards all members of the School community and visitors regardless of perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age
- share concerns or issues with staff

5.6. Parents/Carers are expected to

- support the school's policies and approaches to promoting equality, tackling discrimination and fostering positive relationships and attitudes
- share concerns or issues with senior staff

5.7. Visitors and Contractors are expected to

- follow our expectations regarding equality

6. Recruitment and Appointment of staff

Recruitment and appointment of staff will be carried out in accordance with legal requirements and equality practice. No candidate will be discriminated against on the grounds of their age, disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, gender reassignment, or status as a parent or carer.

- Job descriptions are written prior to advertising a post
- Interview questions will be strictly job-related. Questions related to health will only be asked, via questionnaire or at interview, if they are necessary and relevant to the specific post.
- Job sharing and proportional contracts will be considered where consistent with the operational needs of the school.
- Promotion will be in accordance with the commitment to equality.
- Staff training and development programmes will be offered based on objective assessment of need and appropriateness, and without discrimination.
- Should a staff member with a disability identify that their working environment or resources need to be adapted to accommodate their disability, then the requirement will be investigated and reasonable adjustments made wherever possible.

7. Teaching, Learning and the curriculum

- Teaching is inclusive of the range of learners in a classroom, and teaching staff will make use of the wealth of information available to them to ensure inclusivity
- Teaching materials will reflect the variety of lifestyles and cultures in Britain and the rest of the world according to the demands of the subject, and will aim to broaden students' knowledge and experience of a wide range of cultures.
- Teaching staff will be expected to challenge negative stereotypes based on disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, pregnancy or motherhood, gender reassignment, status as a carer, or perceived ability, through their teaching.
- Where teachers have to use teaching and assessment materials which are discriminatory, they will encourage students to identify and challenge the prejudiced assumptions of these materials.
- Teaching approaches will value the differences between cultures and the diverse backgrounds of our students.

8. Monitoring and review

The impact of the policy will be monitored and reviewed on a regular basis through analysing:

- the achievement of different groups of students, including identified key groups within Carrington School
- the number and nature of racist and homophobic incidents are recorded centrally and followed up accordingly
- the incidence of complaints on grounds of disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, pregnancy or motherhood, gender reassignment, status as a carer, or perceived ability
- the profiles and responsibility structures of teaching and associate staff

9. Concerns or complaints

In the first instance, a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints policy.