



Equality Policy

Person responsible: Chris Wilson
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Chair of Governing Body: Michael York

Queensbury School Equality Policy

'At Queensbury School & Sixth Form, we work together to create a safe, stable, happy, hardworking community where everyone matters and diversity is embraced with tolerance and respect.

Students are equipped with the skills and knowledge needed to reach, and where possible, exceed their goals.

Our students develop their independence in order to become motivated, functional and confident citizens.'

Our Mission Statement

Queensbury School is committed to promoting equality for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn at, teach at and visit our school.

We recognise that the school must take positive action to prohibit all forms of discrimination that is unlawful under the Equality Act 2010. The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

All students at Queensbury School have a Statement of Special Educational Needs and this policy reflects the response of the Governing Body in it's duties to promote equality of opportunity for all students, staff, parents, carers and the wider community who have an interest in Queensbury School's mission.

Queensbury School is committed to safeguarding and promoting the welfare of children and young people and expects all its Staff and visitors to share this commitment.

The Definition of Disability

A person has a disability if he or she has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

This definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments and Attention Deficit Hyperactivity Disorder. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term.

The Equality Duty

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act consolidates all legislation. The Governing Body of Queensbury School will ensure that there will be no discrimination, harassment or victimization of a student or potential student because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act.

Public Sector Equality Duty Statement

In fulfilling our legal obligations, we are led by the principles that all learners are of equal value. We recognise and respect difference. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We observe good equalities practice in staff recruitment, retention and development. We aim to reduce and remove inequalities and any barriers that already exist.

Queensbury School is committed to equality both as an employer and as an education provider:

- We believe that diversity is a strength which should be respected and celebrated by all. We are committed to ensuring equality of education and opportunity for all students.
- We do our best to ensure that everyone is treated fairly and with respect.
- We actively ensure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always mean treating them exactly the same.
- We recognise that for some students extra support is needed to help them achieve and be successful.
- We ensure that people from different groups are consulted and involved in our decisions through talking to students, the School Council, parents/carers, staff and other stakeholders.
- We actively aim to make sure that nobody experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity or orientation.

The school aims to ensure the following key principles:

- **All learners are of equal value**
- **We recognise and respect difference**
- **We foster positive attitudes and relationships and a shared sense of cohesion and belonging.**
- **We observe good equalities practice in staff recruitment, retention and**

development.

- **We aim to reduce and remove inequalities and barriers that already exist.**
- **We have the highest expectations of all our children.**

Unlawful discrimination

The school will ensure that discrimination is prohibited in:

- The selection and promotion arrangements for staff; (Recruitment website is used for all appointments, Senior Leadership Team and Admin Staff have received Safer Recruitment Training)
- Staff conditions of service;
- Staff training;
- The arrangements for determining students admissions;
- The terms on which admissions are offered;
- Refusing or deliberately omitting to accept an admission application;
- Provision of education or associated services (including educational visits and extra-curricular activities);
- Exclusions;
- Victimisation and harassment;
- Failing to take steps to ensure that students with a disability are not placed at a substantial disadvantage in comparison with all other students in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

Our Students

The school values the full range of its students and seeks to ensure that its practices are fully inclusive. While bearing in mind the interests of all our students every effort will be made to ensure that:

- A) 'reasonable adjustments' are made to accommodate students with a Disability
- B) Students are not discriminated against as a result of belonging to an equality group.

Policy Aims

With Regards To Our Students

All students at Queensbury School have a Statement of Educational needs. As such, the school aims to continue to enable each student to fulfil his or her potential, within an educational programme that has the development of the whole person at it's core.

In all teaching and learning activities a full range of teaching and learning styles and strategies will continue to be employed to ensure that no student is excluded from learning and that all needs are catered for. All students follow the National Curriculum - which is modified and differentiated to suit the abilities of all students.

Teaching staff are given specialist training and the school employs the services of many external agencies for support and advice regarding the learning needs of students; ie, Speech & Language Therapy, Hearing & Visual Impairment, Dyslexia, Dyscalculia, EAL, CAHMS, ISB and Educational Psychologist.

The school assessment system – Classroom Monitor - tracks the attainment of all cohorts of students. Staff set challenging but realistic individual subject attainment targets for students for the year and Key Stage. Progress is then reviewed termly and Intervention Strategies implemented as and when necessary.

The school aims to fulfil the requirements of the Equality act 2010 to make 'reasonable adjustments' for all students, staff and visitors with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

With Regards To Staff

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

The development needs of staff with a disability will be discussed with that member of staff and their line manager on a regular basis.

Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to carry out their duties effectively.

With Regards To Premises

The school recognises that through the provisions of SENDDA it is not required to provide 'auxiliary aids'; ie, special equipment or additional personal support; nor make physical alterations to the buildings; ie, providing lifts.

However, to meet its obligations, the school ensures that the needs of all students, staff, parents/carers and visitors with a disability are fully considered in any strategic planning for the development of the school buildings. This has so far included refurbishments to Staff toilets, the Staff Room, student toilets, the 6th Form building including toilets and a disabled toilet with shower facilities.

The school bears in mind Health & Safety requirements and the interests of all our students in all above considerations.

With Regards To Harassment

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his or her disability or being a member of an equality group.

The Governing Body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the grounds of their disability or any other grounds recognised by the law, and to report instances of harassment to the Executive Head Teacher, or in the case of harassment by the Executive Head Teacher, to the Chair of the Governing Body.

With Regards To Off-Site Activities

The school will ensure as far as is reasonably practicable that all students and staff with disabilities are given access to off-site activities organised by the school.

With Regards To Liaison With Parents

The School will continue to ensure close liaison with families of all students. Whenever appropriate, all information sent home to parents will be provided in different formats to take account of disability. So far this includes phone calls, the school website, the introduction of the school's text messaging system, and information provided in large print.

Feedback from parents and carers, employees, students and other users on the success of school policy and areas for further development will continue to be sought through the completion of questionnaires or similar.

The school will continue to monitor the success of this policy annually, where any issues raised will be analysed and necessary alterations or actions initiated as a result.

Equality Duty Objectives

The School recognise that it is through our ongoing actions that we will ensure that our Equality Policy is implemented and adhered to. Therefore our equality objectives are:

- To increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure our students with a disability are as equally prepared for life as able-bodied students.
- To maintain and where required, to improve access to the physical environment of the school.
- To improve the delivery of information to students, staff, parents/carers and visitors with disabilities.

Date presented to Governors: 19th November 2021

Signed by Chair of LGB (A): Mick York