

SINGLE EQUALITY STATEMENT (SES)

2021 - 2025



SWANMORE
COLLEGE

Centre of Excellence

| | |
|--------------------|-----------------------|
| Statutory | YES |
| Website | YES |
| Last Review | July 2022 |
| Next Review | July 2025 |
| Reviewer | Sharon Wilkinson |
| Governor Committee | Standards & Wellbeing |
| Ratified by BoG | |

1. Swanmore College

1.1 Equalities Statement

At Swanmore College we believe everyone has the right to be treated equally with respect, kindness and dignity. All members of the college community have the responsibility to ensure that everyone is free to be their true self, without the fear of negativity or prejudice.

At Swanmore our ethos is to **innovate** and lead the way in establishing equalities, to **collaborate** and **challenge** all prejudice or negativity with the goal of creating a truly integrated environment.

By becoming a **Unicef Rights Respecting School**, Swanmore College continues to develop as a rights respecting service advocating for the rights of the child; our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

We will embed our philosophy, as detailed through *Rights Respecting Schools*, through a whole community approach that reinforces the UN Rights of all children and the key principles:

- Equalities
- Respect
- Dignity
- Non-discrimination
- Participation.

Our objectives are:

- ~~2021 – 2022 Achieve RRR School Bronze award~~
- 2022- 2023 Achieve RRR School Silver award
- 2023 - 2024 All subject curricula content to be equality approved

1.2 Information about The Swanmore Community

Swanmore is larger than the average-sized secondary school. We currently have 1310 pupils on roll. The majority of teaching staff at the college are white and the need to develop racial literacy and a culture of anti-racism remains high¹.

The local catchment area includes many small rural communities as well as GRT families and our proportion of GRT are above local average. The proportion of students from minority ethnic backgrounds is higher than the local average and equates to nearly 10% of the school cohort. The proportion who speak English as an additional language is very low compared to national and local averages, with approx 9 pupils seen by EMTAS. There are 2 Muslim pupils and 1 Jewish pupil currently on roll at college.

A small number of pupils (16) attend alternative provision at The Bridge Education Centre, Eastleigh.

Current Swanmore data for the academic year 2020-2021 compared with **Hampshire Spring Census 2020 data** [source 1]:

- Proportion of pupils from ethnic minorities at Swanmore College – 126 (9.6%)
Hampshire figure 15% / Fareham figure 5.9%
- Proportion of EAL pupils at Swanmore – 38 (2.9%) with approx 9 seen by EMTAS
Hampshire (Fareham) figure 4.8%
- ²Proportion of PP pupils at Swanmore – 229 (17.5%)
Hampshire 2019-2020 figure 13.8% [source 3]
- Proportion of GRT pupils at Swanmore– 23 (1.8%)
Hampshire figure 0.4%
- Proportion of SEN pupils at Swanmore– 135 (10.3%) (24 / 1.8% EHCP; 111 / 8.5% SEN Support)
Hampshire 2019-2020 figure 12.2% [source 3]

The increase of new build housing in the local area will bring more diversity in all categories to the area. Hampshire Spring Census data [source 1] shows a significant increase in ethnic minorities over the last 3 years and the 3 most common EAL languages in the area are Polish, Nepali and Romanian.

¹ 'According to the Department for Education (DfE), in 2018, nearly 92% of teachers in England's state funded schools were white (DfE, 2018a).' *Race and Racism in English Secondary Schools*, The Runnymede Trust, June 2020.
<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

² BME pupils make up 11.4% of all Hampshire FSM pupils. FSM eligible BME pupils make up 1.4% of all Hampshire pupils. BME parents are less likely to claim FSM. *Hampshire County County Report, Ethnic Minority and Traveller Achievement Service (EMTAS) Update* 13 January 2021

2. Purpose

2.1 The Equality Act

The Equality Act 2010 [source 2] was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics known as protected characteristics. This means that schools cannot discriminate against pupils or treat them less favourably because of their sex, race, disability, religion or faith, gender reassignment, sexual orientation or on grounds of maternity. Age, marriage and civil partnership are also protected characteristics identified by the Act but are not part of the school provision related to pupils.

Under Section 149 of The Equality Act 2010, the college has a duty to advance equality of opportunity and social mobility between persons who share a protected characteristic and foster positive relationships by eliminating discriminations, victimisation, harassment and any other conduct prohibited by or under the Act.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

And to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives, at least every 4 years, which are specific and measurable.

2.2 The Equality Act 2010 and Ofsted³

The Ofsted framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.

Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010 including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.

2.3 Education and Inspections Act 2006

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying⁴.

³ [Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/education-inspection-framework-2014.pdf)

⁴ 45% of lesbian, gay, bi, and trans young people have experienced homophobic, biphobic or transphobic bullying. 64% of trans pupils are bullied at school for being trans. Data from *Stonewall School Research*

Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBTQ+ people and issues.

The College aims to:

- Provide a fully inclusive environment where LGBTQ+ pupils and staff feel valued and respected.
- Promote understanding of and support the needs of LGBTQ+ pupils and staff.
- Foster an awareness and acceptance of LGBTQ+ issues through the provision of an inclusive curriculum.
- Monitor and robustly tackle the use of HBT language and bullying.

The College aims to achieve these aims by:

- Ensuring that policies and practices are inclusive and supportive of LGBTQ+ people.
- Ensuring that the whole school community understands that HBT language and bullying are unacceptable.
- Providing training for staff in supporting LGBTQ+ pupils.
- By providing support and sources of information for LGBT pupils on LGBTQ+ issues and support services.
- By providing LGBT inclusive Sex and Relationships Education (SRE) through the PSHEE curriculum.
- By ensuring that there are multiple ways for pupils to report HBT language and bullying and recording incidents and how they have been resolved.
- By ensuring that the library contains a range of books on LGBTQ+ issues.
- By signing up to membership of *The Stonewall School Champions* programme⁵

⁵ Membership, training and support for schools on LGTBQ+ including a Bronze, Silver and Gold Award.

3. Policies and Documentation

This Equality and Diversity Policy is the key document describing how the school will meet its Public Sector Equality Duty. The school's approach to equality and diversity is also reflected in other policies including behaviour, admissions, pupil support, SEN, Relationship & Sex Education, trips & activities and anti-bullying. The Equality Act also refers to schools in their role as an employer and the way the school complies with this is described in the recruitment policy and the staff handbook. Equality and diversity information can additionally be found in the school improvement plan, self-evaluation reviews, the school prospectus, on our website and in our newsletters.

We also have a specific and separate [Transgender Policy](#).

4. Roles and Responsibilities

Governors - responsible for ensuring that the school complies with legislation and that this policy, associated procedures and action plans are implemented. Each Committee of the Governing Body will keep relevant aspects of the school's commitment to the Public Sector Equality Duty under review including standards, curriculum, admissions, exclusions, staffing issues, and the school's physical environment.

Headteacher - responsible for the implementation of this policy, for ensuring that all staff and pupils are aware of their responsibilities and are given appropriate training and support. The Headteacher is responsible for taking appropriate action in any cases of unlawful discrimination. Under section 6 of this policy the Headteacher is responsible for reporting incidents to the LEA. The Headteacher, through the Senior Leadership Team, will monitor the outcomes of this policy and report to the Governing Body.

The **Governors and Headteacher** will appoint an Equalities Lead to oversee the implementation and embedding of the SES and four year Equality Plan.

EAL Lead - responsible for ensuring that children with little or no access to the English language are still able to access the curriculum and are able to use their first language whilst their culture, race and religion are respected.

4.1 Curriculum

All staff will challenge prejudice, unconscious bias and discrimination and will deal fairly and professionally with any prejudice related incidents that may occur. All incidents will be recorded as per Section 6 and drawn to the attention of the Headteacher.

Heads of Subjects - will ensure that their curriculum delivers diverse representation of all groups and remains fully inclusive of all.

Accountability:

- Deep Dive
- Detailed curriculum audits to cover all aspects of Equality
- Department MTP/STPs to include Equality overview and UN Article numbers relevant within units of work
- Learning walks focus on Equality, EAL language acquisition and representation
- Necessary CPD and development opportunities provided for Department
- Exams analysis of all subgroups including BME, disability etc
- Establishing mechanisms to tackle unconscious bias during exam marking

Teaching and Support Staff – will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Policy.

Accountability:

- Shared planning and moderation to minimise unconscious bias

- Plan and deliver curricula and lessons that reflect the school's ethos and principles, for example, by providing materials that reflect inclusive and positive images of race, disability, faith and genders
- Support different groups of pupils through differentiated planning and teaching to maintain the highest expectations of success for all pupils including EAL and SEND pupils

- Lesson to include UN Article numbers relevant to units of work
- Learning walks focus on Equality, language acquisition by EAL students and representation

4.2 Enrichment

The college has a duty to provide fully accessible and inclusive enrichment opportunities. All students should have equal access to clubs, trips and enrichment.

Accountability:

- Inclusive access and atmosphere shown through register of pupils
- Diverse opportunities for after college clubs
- Diverse trips and visits offered to enrich pupils
- Representation across the college website

4.3 Wellbeing

The college has a duty of care to all members of the community and recognises that feelings of well-being are fundamental to the overall health for all individuals.

Accountability:

- The introduction of basic BSL for staff and pupils
- Individual disabilities for all members of the college are managed in accordance with 'The Equality Act 2010'
- Fully accepting of religious dress for example hijabs, religious symbolic jewellery etc
- Special dispensations for pupils during Ramadan⁶: PE, exams, prayer space and time
- Allowing pupils space to celebrate their religious festivals
- Promotion of festivals and significant dates that reflect our college community via college online platforms.
- Offering a diverse range of pupil events during the academic year.
- Accommodating dietary needs such as Halal/ Kosher meat, allergies etc. allowing students to make informed choices about their food by providing clear information on whether foods provided are appropriate for dietary and religious requirements.
- Mental health support and access to services.

4.4 Community

From September 2007, schools have a duty to promote community cohesion. DCSF guidance states that 'By community cohesion, we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong positive relationships exist and these continue to be developed in the workplace, in schools and in the wider community

Community cohesion does not just apply to differences in faith or ethnicity, but includes any difference, for example in gender, disability or sexual orientation. However, the main focus of the duty is to promote good community relations across different cultures, ethnic, religious and non religious and socioeconomic groups.

Visitors – all visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

⁶ Also within the Swanmore College EAL policy

Where necessary, we will provide guidance and information, for example in school newsletters, to enable them to do this.

Swanmore College will have Zero Tolerance to incidents from visitors and community members, and will apply sanctions in line with the College Code of Conduct.

Social Media- the college will use its social media platforms and website to champion inclusiveness, actively promote its anti-racist ethos and celebrate diversity.

Accountability:

- All incidents to be recorded via CPOMS
- Inclusion and promotion of a diverse representation of events in the college calendar
- Media posts that champion diverse voices and experiences
- Audit of the college website to ensure diverse representations
- Parent events to educate on issues e.g. RRS Award, Racial Equality Week, Diversity Week.
- Links within primary feeder schools
- Links between pupils and schools around the world to promote a global vision of equality
- Link established with the GRT community to better support and educate pupils

5. Discrimination

Discrimination on grounds of race, sex, disability, sexual orientation or other factors such as socio-economic status can take many forms including **verbal** or **physical** abuse, name calling, exclusion from groups, jokes and graffiti with the **intention** to cause offence. This can be described as harassment, is unacceptable and is not tolerated within the school environment. The types of behaviour that can be construed as being discriminatory may include (but not exclusively):

Harassment might include, but is not limited to:

- Bullying, intimidation, threatening or aggressive behaviour
- Violence of any description
- The use of epithets, slurs or negative stereotyping
- Minimising a person's lived experience or identity
- Misgendering or refusal to respect a person's gender identity
- Inappropriate or unwelcome sexual attention, innuendo or joking.

Discrimination particularly in connection to:

- Race, ethnicity, or national origin
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or sex
- Incitement of others to discriminate or bully due to the victim's race, disability, sex or sexual orientation
- Gender identity or expression
- Sex or sexual orientation
- Age
- Disability, neurotypicality, medical condition, or pregnancy
- Religion
- Citizenship Status
- Body size or physical appearance
- Language proficiency
- Promoting or encouraging any of the above behaviour
- Refusal to cooperate with others on the grounds of race, sex, disability, religion or sexual orientation
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as the wearing of racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school

6. Responding to and Reporting Incidents

All incidents should be logged on CPOMS using the subcategories accordingly to allow for accurate reporting of incidents to comply with the Public Sector Equality Duty. This requires the college to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives, at least every 4 years, which are specific and measurable.

Regardless of the severity of the offence, every incident must be logged and reviewed by a member of SLT in a timely manner.

Incidents perceived as discriminatory as described above must be reported to the Headteacher and may be required to be reported to the Local Education Authority.

Sources:

1. <https://democracy.hants.gov.uk/documents/s64430/Report.pdf>
2. [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/151/section/1)
3. [Percentage of secondary school pupils with free school meals in Hampshire | LG Inform \(local.gov.uk\)](https://www.local.gov.uk/news/percentage-of-secondary-school-pupils-with-free-school-meals-in-hampshire)
4. *Race and Racism in English Secondary Schools*, The Runnymede Trust, June 2020.
<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>