



EQUALITY & DIVERSITY POLICY

		Review Period	Annual
Date of next review	Autumn Term 2021	Author	D Thompson
Type of Policy	Statutory	Approval	Governing Body
Signed by:			
Head Teacher		Date	
Chair of Governors		Date	

Legal Framework

At Hebburn Comprehensive we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and/or belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights, as outlined in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Equality of opportunity at Hebburn Comprehensive School means providing equality and excellence for all, in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and carers and members of our wider community.

Principle 1: We foster positive attitudes and a shared sense of belonging.

We will ensure that our policies and procedures promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relationships and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 2: We observe good practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 3: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 4: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and both girls and boys
- Gay people as well as straight

Principle 5: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, and both girls and boys
- Gay people as well as straight.

Principle 6: We base our policies and practices on sound evidence.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 7: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

Ethos and Organisation

6. We will ensure the principles listed in paragraph 4 above apply to the full range of our policies and pupils' progress, attainment and achievement

- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support

- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:
 - Prejudices around disability and special educational needs
 - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - Prejudices reflecting sexism and homophobia.
8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and Responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. A member of the governing body has a watching brief regarding the implementation of this policy.
12. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
14. All staff are expected to:
 - Promote an inclusive and collaborative ethos in their classroom
 - Deal with any prejudice-related incidents that may occur
 - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above practices, including those that are concerned with:
 - Support pupils in their class for whom English is an additional language
 - Keep up-to-date with equalities legislation relevant to their work.

Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

The school recognises it has to make special efforts to ensure that all groups maximise their full potential, including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Establishing, maintaining and developing a school culture and ethos

Paragraphs to describe what the school does to:

- Celebrate diversity/equality
- Celebrate achievement
- Promote positive attitudes towards disabled people
- Promote positive attitudes towards people of different ethnic groups/religions etc
- Involve pupils, parents and staff

- Promote high expectations
- Demonstrate sensitivity to pupils with disabilities
- Communicate behaviour expectations
- Ensure that it welcomes applications for school places and jobs from all sections

Preventing and dealing effectively with bullying and harassment

Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, paragraphs to describe what the school does to:

- Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment
- Ensure that incidents are reported and addressed swiftly and effectively
- Record, analyse and report bullying and harassment on grounds of protected characteristics

Equalising opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, paragraphs to describe what the school does to:

- Ensure school uniform is affordable
- Avoid putting parents under unnecessary financial pressure
- Promote the take-up of extra-curricular opportunities
- Ensure that its charging policy is appropriate
- Monitor take-up of extra-curricular opportunities
- Widen access to careers advice and work experience placements

Informing and involving parents and carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, paragraphs to describe what the school does to:

- Explain how the school operates
- Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs
- Encourage parents to let the school know if they have a particular disability or other need
- Encourage parents to discuss their concerns
- Ensure that parents understand how well their child is progressing
- Explain how parents can help their child at home
- Explain how parents and others can help in school
- Encourage parents to join the PFA and/or governing body

Welcoming new pupils and helping them to settle in effectively

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year, paragraphs to describe what the school does to:

- Ensure a happy start to the school at normal times
- Ensure effective school transfer and induction mid-year
- Ensure that extra help is given to pupils who find change of school challenging
- Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school

Addressing the full range of learning needs

Recognising that some of the groups covered in this policy are more likely to under-achieve, paragraphs to describe what the school does to:

- Ensure curriculum is relevant
- Ensure appropriate teaching styles and classroom organisation
- Planning is based on earlier learning
- Marking policy promotes learning of all
- Track pupil progress & Identify under- performing
- Promote and maintain higher attendance - strategies & monitoring

Supporting learners with particular needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, paragraphs to describe what the school does to:

- Provide distance learning packs for children out of school
- Prepare Personal Education Plans to focus on learning priorities
- Provide Basic Skills support
- Ensure language support is available as required
- Support students through tutoring/mentoring schemes
- Provide Homework/Revision support
- Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.

Making the school accessible to all

Paragraphs to describe what the school does to:

- Meet the needs of pupils, staff and others with physical disabilities
- Meet the needs of pupils, staff and others with other disabilities
- Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities
- Identify further developments to address outstanding issues where these constitute reasonable adjustments
- Increasing extent to which disabled pupils can participate in the curriculum

- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Ensuring fair and equal treatment for pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school, paragraphs to describe what the school does to:

- Ensure fair admissions procedure (applicable to VA, Foundation and Academy)
- Assess the implications uniform requirements have on pupils and modify them where appropriate
- Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)
- Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment
- Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others
- Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

Ensuring fair and equal treatment for staff and others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, paragraphs to describe what the school does to:

- Ensure non-discriminatory recruitment and employment practices
- Promote dignity at work
- Encourage the development of all staff

Encourage participation of under-represented groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, paragraphs to describe what the school does to:

- Recruit governors representative of the pupil population and/or community
- Encourage the widest participation in Parents and Friends Association (PFA) activities
- Support individuals and community groups to express their case on matters affecting themselves and their community

Monitoring and Evaluating the policy

Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, paragraphs to describe what the school does to:

- Train all staff and governors
- Consult pupils, parents and staff on how the policy is working and how it could be improved
- Monitor and review practice
- Carry out impact assessments to evaluate practice
- Report to governors
- Report to parents and pupils