





EQUALITY POLICY

Review Period	Annual		
Date of next review	December 2022	Author	D Thompson
Type of Policy	Non-statutory	Approval	Governing Body
Signed by:			
Head Teacher		Date	9.12.21
Chair of Governors		Date	9.12.21

LEGAL FRAMEWORK

The Equality Act 2010 provides a legal framework with three broad duties:

- To eliminate discrimination, abuse harassment and victimisation.
- To advance equality of opportunity.
- To foster good relations.

The school understands and has due regard for the principles set out in the Equality Act 2010 and that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Equality Act, are as follows:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

PRINCIPLES AND AIMS

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 also 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.

THE SCHOOL WILL:

- Promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promote disability equality and have due regard for ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote gender equality and have due regard to eliminating unlawful discrimination and harassment and promote the equality of opportunity amongst individuals of all genders.
- The school is opposed to all forms of prejudice and discrimination and will ensure that all staff comply with the appropriate equality legislation and regulations.
- The school's Admissions Policy will not discriminate against any protected characteristic in any way.

Our approach to equality is based on the following key principles:

- Eliminating discrimination and other prohibited conduct.
- Advancing equality of opportunity between people who share a protected characteristic and those who don't.
- Fostering good relations between people who share a protected characteristic and those who don't.

Our values:

- All members of our community are of equal value.
- We recognise, respect and value difference and strive to remove any barriers or disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.
- We believe that diversity is a strength and should be respected, embraced and celebrated by all members of the school community.
- We actively promote positive attitudes, mutual respect and positive relationships through our policies and broad and balanced curriculum.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are valued and respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that our policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our pupils. We expect that all students can make good progress and that all members of the community can strive to maximise their full potential.
- We work tirelessly to raise aspirations and embed ambition in all of our pupils.

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD WILL:

Ensure that the school complies with, and has due regard for, equality legislation and regulations.

Meet its obligations under the PSED to:

- Publish equality objectives.
- Update and publish information to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments which inform future plans.
- Ensure equality of opportunities in staff recruitment, promotion and professional development.
- Provide information in appropriate and accessible formats.

THE HEAD TEACHER WILL:

- Implement this policy and its procedures.
- Ensure that all staff members are aware of the policy.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

EMPLOYEES WILL:

- Be aware of the contents of the policy.
- Address any issues of harassment or bullying and report any major breaches of the policy to the senior leadership team or Head Teacher.
- Challenge bias and stereotyping.
- Promote equality and good relations.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

PUPILS WILL:

- Not discriminate, abuse or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school.
- Report any incidences of abuse, bullying or harassment, whether to themselves or to others to their Head of Learning or to another member of staff.

- Abide by all the school's equality and diversity policies, procedures and codes.

ETHOS AND VALUES

We will ensure that the principles listed above apply to the full range of our policies and practices:

- Pupils' personal development, welfare and well-being
- 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

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
- Lack of 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 support 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

ELIMINATING DISCRIMINATION, HARASSMENT AND VICTIMISATION

We take account of equality in the following ways:

- admissions and exclusions;
- the way we provide education for our pupils and the way we provide access for pupils to facilities, services, trips and visits.
- We are aware of our Reasonable Adjustment duty for disabled students
- The Governing Body ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all, working together and the need for all to embrace diversity. Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

CHALLENGING PREJUDICE

The school will challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices relating to disability and special educational needs
- prejudices relating to race, religion and/or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices relating to gender and sexual orientation, including homophobic and transphobic attitudes.

All staff receive guidance on how incidents of bullying and prejudice should be reported, recorded and dealt with. We treat all bullying incidents equally seriously. A record of prejudice-related incidents is kept and a report is provided to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. This data is reviewed termly.

ENSURING EQUALITY OF OPPORTUNITIES

We recognise that some of the groups covered in this policy are likely to be economically disadvantaged. To address this the school will:

- Ensure that pupil premium spending targets those who need it most.
- Ensure school uniform is affordable.
- Avoid putting parents under unnecessary financial pressure.
- Promote the take-up of extra-curricular clubs.
- Widen access to careers advice and work experience placements.

ADDRESSING THE FULL RANGE OF LEARNING NEEDS

We recognise that some of the groups covered in this policy are more likely to under-achieve. To address this the school will:

- Ensure that the curriculum is broad and balanced and relevant.
- Ensure targeted support.
- Marking policy promotes learning of all.
- Track pupil progress & Identify under-performing.
- Promote and maintain good attendance.

SUPPORTING LEARNERS WITH SPECIFIC NEEDS

We recognise that some of the groups covered in this policy are more likely to have particular needs. To address this the school will:

- Ensure effective transition from primary to secondary school.
- Ensure that additional funding is targeted at those who require it most.
- 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.

ENSURING FAIR AND EQUAL TREATMENT FOR PUPILS

We recognise that the school must ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school. To address this the school will:

- Ensure a fair admissions procedure
- Assess the implications that 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 certain groups.

ENSURING FAIR AND EQUAL TREATMENT FOR STAFF AND OTHERS

We recognise that the school must 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. To address this the school will:

- Ensure non-discriminatory recruitment and employment practices
- Have a robust Code of Conduct
- Promote positive working relationships in the workplace
- Ensure high-quality training for all staff

Monitoring and evaluating the policy

This policy will be reviewed annually by the Governing Board.