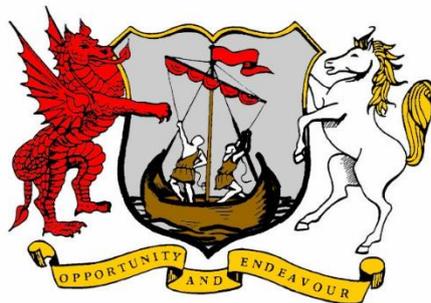


HAYGROVE SCHOOL



EQUALITY & DIVERSITY POLICY

30th September 2016

Next Review: September 2018 (Bi-annual)

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives (required from 5 April 2012), and then periodically updated (chapter 5 of the guidance below gives full details).
- It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

The School Context

Haygrove School is a mid-sized secondary school. It has been a specialist language college for some years. The great majority of students are white British heritage. The school has lower numbers than is usual of students whose English is at an early stage of development, who have learning difficulties or who are entitled to free school meals. The school population is stable.

Aims and Values

Haygrove School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. At Haygrove School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of college life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our students can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being).
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity and actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.

- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

Haygrove School's Leadership team have a tripartite approach to promoting Equality and Diversity:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution.
- Working in partnership with families and the wider community to establish, promote and disseminate inclusive practices and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality schemes.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinize the recording and reporting procedures at least annually.
- Set an admissions policy, which is fair and equitable in its treatment of all groups.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- Implement the Equality and Diversity Policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development in relation to equality and diversity.

- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age or sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Community Cohesion

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging.
- Developing an appreciation of the diversity of people's backgrounds and circumstances.
- Creating opportunities for all learners to achieve their potential.
- Building strong and positive relationships.

Engagement and extended services:

- We have good links with other schools, locally and regionally.
- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities.
- Learners have a strong voice and opportunities to take responsibility through our Student Leadership groups.
- We engage parents through a range of activities, consultation evenings and focus groups. Our pastoral system works with the EWO service, to improve children's attendance
- We have strong links with external agencies including social services, the EWO service, the health service and police.
- Multi-agency working with voluntary agencies and the private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.

- Outreach work via family support team including preventative work and crisis intervention, satellite groups, home visits and needs-led support.
- Integrated support to ensure a personalised service.
- Relevant signposting to other agencies in the community.
- Raising awareness in the community about the range of services available at school.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Haygrove School are considering all aspects of diversity and equality in this comprehensive policy.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students/cohorts.

Monitoring and Quality Assurance

Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.) The data collected is used to inform further school planning, target-setting and decision-making.

EQUALITY AND DIVERSITY POLICY

Context

Appendix 1

DETAILS	Jan 2016
Staff (teaching and support staff)	26.08
Gender	
Male	26.08
Female	73.92
Ethnicity	
White British	94.21
Other Ethnic Group	5.79
Students on Roll	1074
Gender	
Male Students	48.23
Female Students	51.76
Ethnicity	
Students who are white British	92.27
Students who belong to an ethnic minority group	7.73
Additional Needs	
Students on the SEN register	10.33
Students who have English as an additional language	4.46
Disability	0.84
Religion or Belief:	
Buddhist	0.28
Christian	72.36
Muslim	0.37
Jewish	0
Sikh	0.0926.7
No religion/refused	0.18

Hindu	
Looked after children * Sept 16	0.93
Students eligible for Free School Meals	7.07