



Equality Policy

Equal Opportunities and Respect
for All

Created by Adam Brewster: May 2016

Nominated Governor: Sue Stepney

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Equality Policy

Our single equality policy brings together under one umbrella the following:

- Race
- Disability
- Gender and gender reassignment
- Pregnancy and maternity
- Age
- Religion and belief
- Sexual orientation
- Community cohesion

1. Introduction

This document outlines and cross references our combined Equality Policies and Schemes, it is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Equality Plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2. National and Legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

Our Equalities Policy covers our responsibilities under legislation for ensuring equality in relation to Single Equalities Policy and duties and relate to:

Protected characteristics in schools: Sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity

Positive action: alleviation of disadvantage Schools are allowed to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

Victimisation – protection for children It is unlawful to victimise a child for anything done in relation to the Equality Act by a school parent or a sibling.

Direct discrimination: This refers to a person that treats someone less favourably because of a protected characteristic than they would treat another child in the school.

Indirect discrimination: Provision or practice applied that has the effect of putting children with a particular characteristic at an advantage compared to others. There is special provisions law for disability - Schools are allowed to treat disabled children more favourably.

Harassment: This is unwanted conduct related to a relevant protected characteristic e.g. ridicule of a pupil due to disability. March 2016

3. School context

The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Heltwate, we believe that diversity is strength and as such should be celebrated by all who learn and teach here.

Current profile (May 2017)

TOTAL PUPILS		163				
GIRLS 40		BOYS 123				
PUPILS ELIGIBLE FOR FREE SCHOOL MEALS 64						
PUPILS ELIGIBLE FOR PUPIL PREMIUM 74						
NUMBER OF CHILDREN IN CARE 5						
PUPILS WITH A STATEMENT 50			PUPILS WITH AN EHCP 113			
SEND NEED TYPE BY PRIMARY NEED						
MLD 52	ASC 56	SLD 38	PD 6	SEMH 5	SLCD 5	VI 1
PUPILS IN KS1 11	PUPILS IN KS2 55	PUPILS IN KS3 49	PUPILS IN KS4 33	PUPILS IN KS5 15		
STUDENT ETHNICITY						
WHITE BRITISH	92	BLACK CARIBBEAN	1			
PAKISTANI	29	INDIAN	2			
WHITE EUROPEAN	9	ITALIAN	1			
WHITE OTHER	6	ANY OTHER MIXED BACKGROUND	1			
BLACK-AFRICAN	4	WHITE AND BLACK CARIBBEAN	1			
ANY OTHER BLACK BACKGROUND	3	ANY OTHER ETHNIC GROUP	1			
GYPSY / ROMA	3	NOT SPECIFIED	3			
WHITE AND ASIAN	3	REFUSED	2			
WHITE- IRISH	1	AFRICAN ASIAN	1			

4. Equality in policy and practice

In addition to the specific actions set out in the plan, Heltwate School operates equality of opportunity in its daily practice in the following ways:

Teaching & Learning

We train staff on learning difficulties, autism, Asperger's syndrome, behaviour difficulties, Team Teach and communication is ongoing.

We use contextual data to improve the support we provide to individuals and groups

We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings

We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement

We promote equality of access and prepare pupils for life in a diverse society

We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs

We challenge racist and discriminatory language and attitudes

We celebrate aspects of different cultures

We seek to involve parents and carers in supporting their child's education

We encourage discussion of equality issues in the classroom and staffroom

We include teaching and learning styles which are inclusive and reflect the needs of our pupils

Boys and Girls are given the same opportunities throughout the school

Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

Links with local organisations e.g. police where men and women fulfil the same role.

Community Cohesion is promoted in RE, PSHE/Citizenship and through English, Drama, Music and Art in particular.

Students undertake studies of specific countries in Geography as part of a themed topic.

We have a policy on Special Education Needs and Disabilities (SEND) in line with the recommendations in the latest national SEN Code of Practice.

Curriculum content is excluded from discrimination law. The Staff are aware to maintain awareness of delivery that it does not breach a protected characteristic.

Admissions and exclusions

Our admissions are through referral from the Special Needs Placement panel and do not discriminate on the grounds of race, gender or disability.

Exclusions are rare and based on the school Behaviour Policy with the right to appeal.

5. Equality and the law

There are a number of statutory duties that must be met by school.

a. Race equality

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

c. Gender

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

d. Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful for schools, this relates to admission and treatment of, and services to, pupils.

e. Age

Heltwate School is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

f. Community cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

6. Consultation and involvement

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, pupils, parents and carers. This has been achieved through:

- Feedback from parent/carer questionnaires
- Staff discussions
- Feedback from School council, observations in PHSCEE lessons
- Issues raised at Annual Reviews & Parent consultations
- Feedback from Governing Body meetings

7. Roles & Responsibilities

Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability

Headteacher and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the Equality plan
- The Headteacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

Teaching and non-teaching staff

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes

All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as “any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation
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9. Review of progress and impact

The plan has been agreed by the Governing Body and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of pupils to track progress. As part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

10. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher’s Report to Governors
- Raise awareness of the plan through the school newsletter, assemblies and staff meetings
- Make sure hard copies are available

Heltwate School Equalities Plan 2015-18

Strand	Action	How will it be monitored	Who is responsible	When	Success indicators
All	Publish & promote the Equality plan through website, newsletter and parentmail and review every year.	Inclusion Charter Mark follow up	SLT	by Nov 2012 reviewed every 3 years	Staff read and understand policy Parent/carers aware
	Policies to be reviewed/updated 3 yearly	Practice matches policy	SLT/Govs	July 16 July 19	Principles into practice by staff
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends identified that require additional support	Annual data pack including vulnerable groups	DH/TH	Oct annually	Identified trends reported and actioned
All	Further develop International Schools work in order to promote diversity	Inclusion Charter Mark work	VI/SLT	2015-ongoing	Audit shows positive role models from range of groups. Kenya, Australia Link
All	Re investigate Inclusion Charter Mark		ACB	2016-17	Achieve
All	Ensure displays promote diversity	Learning walk	VI/SLT	Annual curriculum plans	Evidence of range of positive models
All	Ensure all pupils are given opportunities to make a positive contribution	Data analysis for groups	ACB/TH	Weekly and termly opportunities	School Council, assemblies curriculum. are representative of school population

All	Celebrate cultural events throughout the year to increase pupil awareness	Inclusion Charter Mark follow-up	ACB / VI	Plan monthly	Pupils show increased awareness
All	Increase Governor awareness	Governor Scrutiny committee to monitor	SLT/Govs	Focus at GB meetings	Governors awareness
All	Develop EHC procedures to promote student and parent voice	LA scrutiny	DF	Start June 15	Smooth transition. Better meeting needs
All	Acquire NAS Autism Accreditation	Visiting facilitator	AA	Started complete Sept 18	Better quality teaching Understanding of staff Outreach potential
Race, Religion, Community cohesion	Further international school links	Subject/aspect monitoring	VI	Audit termly	Sharing of work
Race	Identify, respond to & report racist /bullying incidents	SLT / TH	ACB/TH	Promote tolerance	Returns to Local Authority
Gender	Make & maintain links for girls	SLT / TH	ACB/TH	Plan in girl focused curriculum	Girls experience positive group time with peers
Gender	Experience anti-stereotypical gender roles	SLT/ ICM	ACB/TH	Specific aspect of curriculum plans	Visitors reflect diversity

Disability	Further develop links within special school network/local agencies; involvement in communication training, Special Sports etc signposting/hosting parent/ carer support groups etc Inclusion Charter Mark	Audit of experiences & pupil responses	SLT	Extended opportunities to work with fellow professionals	Experiences are varied and positive for pupils
Disability	Seek advice & guidance from Ed Psych, VI, HI, CAMHS etc	Provision maps		Extend staff skills and awareness	Increased understanding of appropriate interventions
Disability	Ensure person centred reviews	Pupil/parent/carers ICM		Annually	Pupils needs met

This Single Equality Policy and Plan will be updated annually and action taken reported to the Governing Body at least annually and will be an integral part of the Headteacher's report to the Governing Body.

The full policy and plan will be renewed and updated by September 2016