



# Equality and Diversity Policy

Equal Opportunities and Respect  
for All

Developed from EPM Model Equality and Diversity Policy April 2014

**Created by Adam Brewster: May 2016**

**Reviewed by Adam Brewster: May 2019**

**Nominated Governor: Sue Stepney**

**Review date: May 2022**

## Equality and Diversity Policy

Our 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 and gender reassignment, pregnancy and 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 an Equality and Diversity 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 became law in October 2010 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 three 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 Equality and Diversity Policy covers our responsibilities under legislation for ensuring equality in relation 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.

## 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. The current school profile is available on the school website.

## 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 and 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 SEND 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 Equality and Diversity Policy 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 and 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

### 9. Review of Progress and Impact

The policy has been agreed by the Governing Board and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a three 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 Equality and Diversity Plan 2019-22

Strand	Action	How will it be monitored	Who is responsible	When	Success indicators
All	Publish and promote the Equality and Diversity Policy through website, newsletter and Parentmail and review on a three year basis.	Artsmark	SLT	Review every three years	Staff read and understand policy Parent/carers aware
	Policies to be reviewed/updated three yearly	Practice matches policy	SLT/Govs	July 2019	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	AA/LG	Oct annually	Identified trends reported and actioned
All	Further develop International Schools work in order to promote diversity – curriculum days	Artsmark	KP/SLT	2019-20	Audit shows positive role models from range of groups. Kenya, Rwanda link
All	Investigate Inclusion Quality Mark		ACB	2019	
All	Ensure displays promote diversity	Learning walk	KP/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	Weekly and termly opportunities	School Council, assemblies, curriculum are representative of school population
All	Celebrate cultural events throughout the year to increase pupil awareness	Curriculum Scrutiny	KP	Plan monthly	Pupils show increased awareness
All	Increase Governor awareness	Governors' Scrutiny Committee to monitor	SLT/Govs	Focus at FGB meetings	Governors awareness
All	Develop EHC procedures to promote student and parent voice	LA scrutiny	AA	Ongoing	Smooth transition. Better meeting needs
All	Acquire NAS Autism Accreditation	Visiting facilitator	AA	Started – complete Sept 2020	Better quality teaching Understanding of staff Outreach potential
Race, Religion, Community Cohesion	Further international school links	Subject/aspect monitoring	KP	Audit termly	Sharing of work
Race	Identify, respond to and report racist /bullying incidents	SLT/DS	ACB	Promote tolerance	Returns to Local Authority
Gender	Make and maintain links for girls	SLT	ACB	Plan girl-focused curriculum	Girls experience positive group time with peers

Gender	Experience anti-stereotypical gender roles	SLT	ACB	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  Artsmark	Audit of experiences and 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  In-school therapy	Provision maps	Ongoing	Extend staff skills and awareness	Increased understanding of appropriate interventions
Disability	Ensure person centred reviews	Pupil/parent/carer		Annually	Pupils needs met