



# The Hinckley SCHOOL

## **EQUALITY POLICY**

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<b>Reviewed by:</b>	<b>Kate Grocock, Head of School</b>
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## Policy Overview

The Hinckley School is committed to equality of opportunity and access, and regards all students and staff as having equal worth and importance regardless of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

such characteristics being protected under the Equality Act 2010 as 'Protected Characteristics'.

Inclusion, equality and access of opportunity are the core values which underpin all of our activities. We believe that the active promotion of diversity within the overarching equality of opportunity enriches the lives and experiences of all students at the school.

~~Through PRIDE and~~ The Hinckley School aims to:

- Deal swiftly and effectively with all incidents of prejudice, intolerance and/or discrimination.
- Meet all our students' needs, encourage them to achieve their full potential, and raise educational standards.
- Raise awareness of and celebrate cultural diversity and prepare the young people in our school community for a life in a culturally diverse society.
- Promote equality of opportunities for ~~all pupils to achieve as highly as possible and~~ staff to thrive professionally.
- Provide an appropriate learning experience for all pupils, whatever race, ethnicity, culture, gender, religion, sexual orientation, ability or social situation.
- Develop a culture which values everybody and provides the opportunity to learn and work in an environment free from prejudice.
- Ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with pupils and colleagues reflects this responsibility at all times.

- Ensure that students, staff and parents are not adversely affected in any area of the schools' activities on grounds of diversity.
- Take specific action to tackle any differences between sub-groups such as racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment.
- Create an ethos in which these issues can be discussed openly by the whole school community including parents.
- Use opportunities through assemblies to deal with issues of prejudice and the importance of the values of inclusiveness, community, equality, and mutual respect.
- Consider the equality implications when taking significant decisions or developing policy.

## Public Sector Equality Duty

The Hinckley School fully recognises its public-sector equality duty under section 149 of the Equality Act 2010. The school will, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010.
- Advance equality of opportunity between people who share a "protected characteristic" (see below) and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- The school will keep a written record to show where it has actively considered its equality duties and asked relevant questions.

The Hinckley School also recognises its specific duties to:

- Publish information (which will be updated annually) to demonstrate that it is complying with the public-sector equality; and prepare and publish equality objectives every four (4) years.
- Publish equality information on its website.

Further information on this Act is available at: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

## Curriculum

Equal opportunity through a 'No barriers' approach for all is evident in the delivery of:

- The formal curriculum (programme of lessons).
- The informal curriculum (extra-curricular activities).
- The 'hidden' curriculum (the ethos of the school, e.g. the quality of personal relationships).
- All students are entitled to equal access to all areas of the curriculum.

- Learning materials will be free from bias and suitably differentiated to enable full access to the curriculum by all students.
- The Personal Development Curriculum, which includes Relationship, Sex & Health Education (RSHE), and other curriculum areas, promote the value of diversity and address the problem of prejudice and its effects.

Staff must remain cognisant of all equal opportunity issues and will respond positively to the individual needs of all students.

Curriculum planning and Schemes of Work will demonstrate strategies, teaching and learning styles and resources which enable all students, regardless of their ability and personal characteristics, to maximise their performance and achievement.

## **Extra-Curricular Activities/Enrichment Programme**

We will endeavour to provide a range of activities to meet the needs of all students.

All students are encouraged to access the full range of extra-curricular activities.

Provisions to support participation may need to be agreed e.g. changing facilities.

Specific School Accessibility Plans outline support and provisions made available to all students to enable full engagement with chosen activities.

Where provisions are not explicitly described in the Accessibility Plan school staff invite parents/carers to a meeting to discuss the individual needs of their child and plan to support access and enjoyment of chosen activities.

## **Staff's Role in Equality for Students**

The Hinckley School recognises the need to actively protect and safeguard all children and adults who may be vulnerable because of their disabilities or characteristics. Staff and students will work together to eliminate discrimination, harassment and victimization.

The Hinckley School is committed to an equal opportunity recruitment policy and equality for staff is dealt within our safer recruitment practice.

The school will:

- Provide training and support to staff in carrying out their responsibilities under the policy.
- Insist that all members of staff challenge inappropriate racial or stereotypical comments both in and out of the classroom.
- Regularly examine the content of resources to ensure that negative images are not portrayed.
- Use strategies set out in the behaviour and anti-bullying policies for addressing and preventing discrimination.
- Deal appropriately with any incidents of discrimination.

- Where appropriate, consult with Governors, parents, staff and students as regards the likely impact of proposed policies for the promotion of equality.
- Work with agencies and organisations (e.g. local authority, police, NSPCC) to assist in fostering equality of opportunity through any local or related initiatives.

## Student Conduct

Students are encouraged to promote a climate of understanding, tolerance and harmony and report any occurrence of discrimination.

Incidents between students:

- Negative incidents will be dealt with immediately with reference to the Behaviour and Relationships Policy.
- All incidents and ensuing actions will be recorded in writing on CPOMs.
- An immediate report will be made, in writing and as soon as possible, to the appropriate Year Team, Subject leader and a member of the Senior Leadership Team (SLT). In repeat or serious cases, the Headteacher will be consulted to consider a fixed-term suspension or permanent exclusion.
- The perpetrator(s) will be made fully aware of the reasons why such behaviour is unacceptable and given the opportunity to review and modify their inappropriate behaviour as part of a long-term strategy.
- The victim(s) will be provided with support (short or long term) and be kept informed of any action being taken on their behalf.
- The parents or carers of both the perpetrator(s) and victim(s) will be informed of the incident and, within the bounds of confidentiality, the action being taken.
- The parents or carers of the perpetrator(s) may be requested to visit the school in order to discuss the incident.
- The parents or carers of the victim(s) will be given the opportunity to visit the school to discuss the incident.
- ~~Year Teams will also decide on any further sanction or support which is needed around each incident.~~

## Incidents involving Staff and Students

Any incidents of inappropriate behaviour or offensive remarks concerning protected characteristics will be recorded in writing and referred directly to the Head of School or in their absence the most senior member of staff available. Governors and the Human Resources Lead may be consulted.

## Incidents concerning Parents or Visitors to the School

Whenever possible, staff will challenge any inappropriate behaviour or remarks.

Matters of major concern will be referred directly to a member of the SLT.

## **Pregnancy and Maternity**

Any student becoming pregnant during their statutory education years will be supported to complete their education:

- A risk assessment will be completed to ensure that all physical access arrangements are in place.
- A referral will be made to the school nursing service and the appropriate local service supporting teenage mothers.
- A named staff member will be identified to ensure protection of the student's physical, emotional and social needs in the school. The mentor will liaise with home and external agencies (this will usually be the SENCO).
- Staff will work with external agencies to secure an appropriate educational setting for the later weeks of pregnancy and early maternal weeks.

## **Admissions**

The Hinckley School's Admissions Policy complies with the Admissions Code and welcomes a diverse student population. This encompasses all abilities, aptitudes, social backgrounds and any of the protected characteristics apart from age, which is not a protected characteristic that applies to students in schools.

## **Uniform**

In implementing its uniform policy, the school has regard to its duty not to discriminate on grounds of the protected characteristics.

The student uniform and staff dress code makes provision for religious diversity. The school will consider written requests from parents for variations in the uniform on religious grounds or based on other protected characteristics. The Head of School may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

Any complaints regarding the school's decision in this regard should be raised in accordance with the school's Complaints Policy.

## **Ethos**

### **Display**

Posters and display materials in corridors and classrooms will, as appropriate, reflect the composition of The Hinckley School.

### **Visitors, Parents and Local Community**

Positive role models will be encouraged to actively participate in school life.

Members of the local community will, whenever possible, be involved in the planning and delivery of the curriculum and in extra-curricular activities.

~~Whenever possible, interpreters will be present at Parents' Evenings and at parental meetings as needed.~~ The Hinckley School will make every effort to secure an interpreter on request by a parent or other stakeholder, to facilitate communication with school staff in students' best interests.

Efforts will be made to ensure communications with home are accessible by a parent/carer notwithstanding a protected characteristic they may hold.

## **Library**

The school library will reflect the composition of the school and the varying cultures and lifestyles in the world today.

## **School Meals**

All members of the school community are entitled to a balanced diet.

Students with Care Plans stating special dietary needs will be appropriately catered for where possible.

The school recognises that students of certain faiths will also have specific dietary requirements and the school will act in accordance with its duties under the Equality Act 2010 to provide appropriate meals for such students.

## **Responsibilities**

### **The Futures Trust**

The Trust is responsible for ensuring that the school complies with legislation and that this policy, and its related procedures and strategies, are implemented. The Trust will monitor and review the working of the policy and procedures by allocation of duties to senior school staff and to the Local School Governors.

### **The Head of School**

The Head of School is responsible for:

- Making sure the policy is readily available and that the staff, students and their parents and carers know about it.
- Making sure the policy and its procedures are followed.
- Ensuring that all staff are aware of their responsibilities and are given support when taking appropriate action.
- Taking appropriate action in cases of discrimination.
- Presenting general reports, statistics and incident reports to the school Governing Body.
- Ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged or vulnerable students.

### **Senior Leadership Team (SLT)**

It is the responsibility of SLT to ensure that:

- Strategies are implemented to raise performance, aspirations and self-esteem.
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students.
- They evaluate the impact of additional support on standards achieved.
- It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance.

## Monitoring

The Hinckley School is committed to:

- Collecting information about students' performance and progress, analysing it and using it to examine trends.
- Monitoring intake and analysing it and using it to examine trends.
- Since this document informs all development plans, individual teams are responsible for the monitoring process.