



HIGH WELL SCHOOL
Preparing for Positive Futures

Equality and Diversity Policy

Policy Lead:	HR Manager
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Signed by Chair of Governors:	<i>Margaret Turner</i>
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1. Aims

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the pupils are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity at High Well 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 community members.

2. Core Values and ethos of the Equality Policy

- To prepare pupils for life in a diverse society and world in line with the school ethos.
- To meet the diverse needs of the pupils.
- To ensure that an inclusive ethos is established and maintained.
- To make High Well School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
- To respect and value linguistic, cultural and religious diversity in the community.
- To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities.
- To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.
- To ensure that issues related to equality and prejudice are recognised across all areas of school activity.
- To ensure that equality is an integral part of all planning and decision making within the school.

3. Leadership and Management

1. All school policies reflect a commitment to equal opportunities for everyone.
2. The governing body and senior leadership team set a clear ethos, which reflects the commitment to equality for all members of the school's community.
3. High Well School promotes positive and proactive approaches to valuing and respecting diversity.

4. The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
5. Teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community.
6. The school governors will:
 - Ensure the aims of High Well School indicate a commitment to providing equality of opportunity.
 - Strive to ensure that its own membership reflects the communities, which the school serves, in terms of ethnicity, gender and class.
 - Ensure they receive up to date training and instruction in fair employment practices and procedures.
 - Ensure fairness when issuing funds.
 - Liaise with the Head Teacher and Senior Leadership Team regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate.

4. Staffing: Safer Recruitment and Professional Development

The Governing Body:

- Is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school.
- Recognises the value of a diverse and inclusive workforce.
- Together with the senior leadership team will operate at all times within the requirements of anti-discrimination legislation, Keeping Children Safe in Education (KCSiE) guidance, and will promote equality positively in its staffing decisions.
- All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements.
- The only personal characteristics, which will be considered, will be those, which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups. All staff have the right, through the agreed procedures, to challenge any decision or action taken which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

5. Statutory Requirements

The Governing Body is bound by law not to discriminate in certain groups. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and
- Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a particular gender, or person from a religion or racial group. The Governing Body would not normally seek to use exemptions from the above acts.

The Governing Body will:

- Give sympathetic consideration for requests for time off or for religious observance from staff who are active members of religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.
- Wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability.
- Acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

Advertising of Vacancies:

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. Vacancies will be advertised in local media, through the DfE recruitment website and TES. In addition, the HR Manager will ensure that staff are aware of the vacancy by sharing it with the school workforce.

Selection for appointment or promotion:

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job profile will be drawn up which accurately describes the duties of the post.
- An objective and sufficiently detailed person specification will be defined from the job profile.
- Job profiles, person specification and the selection criteria will be available to all candidates.
- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- Selection decisions will be made against the agreed criteria and no other criteria will be used.
- A written record of the selection decision relating to the agreed criteria will be retained.
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Specific Issues

Age:

The Governing Body is opposed to any direct or indirect discrimination based on age.

Disability:

The Governing Body is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise carry out the duties of a post in the school. Where a candidate who has a disability is appointed to the post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

Gender reassignment:

The Governing Body is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex.

Marital status or civil partnership:

The Governing Body is opposed to any discrimination against employees who are married or in a civil partnership.

Pregnancy and maternity:

The Governing Body is opposed to any discrimination against a woman because of her pregnancy and / or maternity leave.

Race:

The Governing Body is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and when an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with staff in advance.

Religion or Belief:

The Governing Body is opposed to any direct or indirect discrimination based upon religion or belief.

Sex

The Governing Body is opposed to any direct or indirect discrimination based on gender. There may be situations in the school, which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

Sexual orientation:

The Governing Body is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

Harassment or bullying:

The Governing Body is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Governing Body is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

6. Non-Statutory aspects

Although there is no statutory requirement not to discriminate against any other groups, or characteristics of staff, the Governing Body wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

7. Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore consider measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination) but it will take positive action which enables members of those groups to compete on an equal basis.

Positive action measures may include:

- Encouraging applicants from specific groups which are under-represented in the school
- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applicants from individuals of a particular sexual orientation, religion or belief, but make it clear that selection will be on merit
- Flexible working - promoting the use of job shares and flexible working where operational factors make it possible
- Language / literacy training
- Supportive training measures for under-represented groups
- Assistance with applications for candidates with language challenges
- Commitments to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of professional associations

8. Harassment and Grievance Procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all senior leaders, managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such, acts by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

High Well School has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such

complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be directed to the school's HR Manager or Head Teacher who will actively listen to the complaint and take the necessary steps to resolve it. If the grievance is against The Head Teacher, the complainant should refer to the Chair of Governors. In addition, staff have the right to approach their profession association or trade union representative for support.

9. Monitoring

The school will keep records of existing staff and new applicants which can be analysed to provide data to assess whether equality is being demonstrated. The HR Manager will report data to the governing body frequently throughout the academic year.

The Governing Body will regularly monitor the effectiveness of its policy by the following methods:

- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to apply, attend an interview or carry out duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.
- Staff and governors will be invited to give feedback from time to time, and to make suggestions for improvements.
- The incidence of complaints under the above procedures and any other aspects of this policy will be monitored and report to the Governing Body.
- The Governing Body will ensure that the information is stored in an appropriate and confidential format in accordance with the GDPR.

10. Training

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of senior and middle leadership teams and Governors in issues of equality and discrimination is an essential part of our Equalities Policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

11. Curriculum

High Well School's curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from ethnic minority groups
- Pupils who are looked after by the Local Authority
- Pupils who are at risk of disaffection and exclusion

Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

12. Teaching and Learning

- Teaching staff ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.
- Teaching is responsive to pupils' different learning styles and considerate of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.
- Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the academy and wider community without bias, discrimination or stereotyping.

13. Assessment, Pupil Achievement and Progress

- All pupils have the opportunity to achieve to their highest standards. High Well School ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. High Well School ensures that action is taken to counter this.
- Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. High Well School recognises all forms of achievement however small.
- All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning.
- Staff use a range of methods and strategies to assess pupils' progress.

14. Behaviour, Positive Support and Exclusions

- High Well School expects high standards of behaviour from all pupils.
- There are strategies to reintegrate long-term absentees should this arise.
- High Well School, actively avoids excluding pupils unless an exceptional circumstance arises.
- The school's procedures for supporting pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. High Well School takes this into account when dealing with incidents of non-complaint or unacceptable behaviour.
- All staff operate consistent systems of rewards, and includes the positive use of praise.
- Pupils, staff, parents and carers are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable.
- Behaviour which does not reflect equal opportunities is unacceptable at all times and will be dealt with accordingly.

15. Personal Development and Pastoral Care

- Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.
- High Well School is committed to providing appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
- High Well School is committed to taking account of and meeting the needs of traveller pupils.
- All pupils are provided with appropriate post 16 advice and guidance which encourages them to consider the full range of options.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.
- The curriculum and pastoral systems promote and reinforces equal opportunities.

16. Admissions and Attendance

- The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairly and consistently to all pupils.
- Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms and regularly reviewed by the pupil's teacher and SENCo.
- High Well School and parents/carers are aware of their rights and responsibilities in relation to pupil's attendance and absence is always followed up by appropriate staff.
- Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils.
- Provision is made for pupils on extended leave so as they are able to continue with their learning.

17. Partnerships with Parents and Carers and the Community

- Progress reviews to parents and carers are accessible and appropriate in order to ensure that all parents and carers have the opportunity to participate in the dialogue. Parents and carers are encouraged to telephone the school for an appointment at any time if they have concerns.

- All parents and carers are encouraged to participate at all levels in the full life of the school for example, through termly Pupil Progress Days.
- High Well School works in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents.
- High Well School takes steps to encourage the involvement and participation of underrepresented groups of parents / carers and sections of the community.
- Information material for parents / carers and users of the community facilities as easily accessible in user friendly language.
- The premises and facilities are equally available and accessible as far as is reasonably possible for us by groups within the community.

18. Responsibilities

- The Governing Body and Head Teacher will ensure that High Well School complies with all relevant equalities' legislation.
- The Governing Body and Head Teacher will ensure that the policy and relevant procedures and strategies are implemented. This may include the Head Teacher delegating some responsibilities to other members of the senior leadership team in accordance with the scheme of delegation.
- The Head Teacher will ensure that all staff are aware of their responsibilities under the policy.

19. Monitor and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. The HR Manager will ensure that this policy is issued to all staff through each academic year, and following any amendments.

This policy will also be made available to potential applicants for vacant positions in the school.