



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

EQUALITY POLICY

Author:
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Pastoral
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Introduction

This policy sets out the Governors, staff's and student's commitment to Equality at Hilbre High School. The policy and its associated recommendations will ensure that Equality is built into the ethos of the whole school and its partners.

Hilbre High School approach to equality is based on the following statements:

- All members of the Hilbre High School community are of equal value.
- Hilbre High School recognises diversity as a real strength in our community.
- Hilbre High School promotes positive attitudes and relationships for all.
- Hilbre High School have high expectations for all our students.
- Hilbre High School promotes staff equality.

This policy was developed in line with the Equality Act 2010 to ensure all within our community are protected from discrimination, harassment and victimisation on the grounds of protected characteristics. This means that members of the Hilbre High School community will not discriminate against community members because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. The Equality Act 2010 states that all public organisations do the following:

- Eliminate unlawful discrimination.
- Advance equality of opportunity between all groups.
- Foster good relationships.

Hilbre High School Equality Ethos

Working within the new Ofsted Framework, Hilbre High School will aim to promote Equality through British Values and developing well rounded individuals within our community.

Equality of opportunity at Hilbre High School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, Governors, parents/carers and community members.

It is based on the following core values and ethos as expressed in the school's aims:

- The establishment of a stable school community, committed to a high degree of caring, in which pupils can feel secure and happy, and in which they can relate easily to other people.
- The laying of sound academic foundations built upon resilience. Pupils can grow according to their interests, abilities and aptitudes without fear.
- The continued development of a curriculum which will fulfil pupils' needs and enable them to become mature and self-motivated adults in a changing world.
- The provision and maintenance of an environment in which pupils can arrive at a knowledge of, and confidence in, themselves and their abilities and in which they can develop an awareness of the needs of others.
- The development of a concept of education as a lifelong and enjoyable process.
- The encouragement of strong links with the community which the school serves and of which it is a part.
- The development of pride in oneself and in the school.
- The fundamental British values of acceptance and diversity are celebrated.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

THE SCHOOL'S COMMITMENT EQUALITY

Hilbre High School publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school.

Staff foster a positive atmosphere of mutual respect and trust amongst all pupils.

Hilbre High School respects and values differences between people and prepares its pupils for life in a diverse society. It recognises the importance of language to a person's sense of identity and belonging.

The school challenges all forms of prejudice and prejudice-based bullying, which hinder equality and inclusion:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion of belief.
- Prejudices around gender, gender realignment and sexual orientation.

Staff are guided on how prejudice-related incidents are recorded on "My Concern".

Pupils receive guidance through Citizenship and RE lessons, structured Tutorial Sessions, Active Form Time sessions and assemblies. Throughout the whole curriculum, diversity and equality is a keystone belief.

Records of incidents of prejudice are recorded and appropriate measures taken.

We avoid language that can run the risk of placing academic ceilings on any pupil's achievement or that seeks to define their potential as learners, such as "less able".

Our whole community are aware of the damaging impact of negative language in matters concerning race, gender, disability and sexuality.

Hilbre High School ensures equality of all pupils to a broad and balanced curriculum.

POLICY, MANAGEMENT AND GOVERNANCE

Hilbre High School promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with parents and the wider community to establish, promote and disseminate good diversity practice and tackle any discrimination.

RESPONSIBILITIES

Governing Body

- Ensuring that the school complies with the Legislation.

- Ensuring that the policy and its related procedures and strategies are implemented.

Headteacher

- Implementation of the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of discrimination.
- Nominating a member of staff (or self) to deal with reported incidents of discrimination or harassment.

All staff

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.
- Use positive and inclusive language and display an awareness to help create an environment at Hilbre High School in which all people are equally valued and in which no harassment will be tolerated.
- Promoting racial equality and good race relations and not discriminating on racial grounds.
- Keeping up to date with race relations legislation by attending training and information opportunities.
- Celebrate the achievements of individuals and groups so that a range of cultures are seen to be positively valued.

Visitors and Contractors

- Being aware of, and complying with, the school's Equality policy.

Staffing: Recruitment, Training and Professional Development

- Hilbre High School adheres to recruitment and selection procedures which are consistent with the statutory Equality Code of Practice in Employment.
- It will take appropriate steps to encourage people from under-represented groups to apply for positions at all levels in the school.
- The employment and professional development of staff are monitored by ethnic groups.

CURRICULUM

- Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.
- Each area of 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.
- Teaching approaches should be effective for all pupils, including those learning English as an Additional Language.
- Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental/carer concerns related to religion and culture.

TEACHING AND LEARNING

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to the mainstream curriculum.
- Teaching is responsive to pupils' different learning styles and takes account 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 continual review and are analysed by ethnicity, gender and background.

ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS

- All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- 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 learning.
- Staff use a range of methods and strategies to assess pupils' progress.

ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION

- Active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupils' attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

PUPILS - PERSONAL DEVELOPMENT, ATTAINMENT, PROGRESS AND PASTORAL CARE

- Pupils' attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups, as appropriate.
- Pastoral support takes account of diversity.
- Appropriate support is provided for any pupils learning English as an Additional Language.
- All pupils have equal access to extra-curricular activities.