



HARTFORD CHURCH OF ENGLAND
HIGH SCHOOL

EQUALITY POLICY
2016-2020

EQUALITY POLICY 2016-2020

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1. Mission Statement

At Hartford Church of England High School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services within the context of a Voluntary Aided Church of England School, irrespective of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by ethnicity, gender, socio-economic status and disability and we will use this data 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 which champions respect for all. At Hartford we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation relating to the Equality Act 2010, although the Act does include some exceptions for schools/academies with a designated religious character, such as Church of England schools and academies:

1 Exceptions for pupils and prospective pupils

- Priority may be given in admissions to members of the Church of England or another religion.
- There are permitted exceptions on how education is provided to pupils and access is given to other aspects of school life which are not necessarily part of the curriculum. For example, organising visits for pupils to sites of particular interest to the Church of England school, such as a cathedral, is not discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils.

These exceptions are to allow Church of England schools/academies to conduct themselves in a way which is compatible with their religious ethos. But the Equality Act does not permit less favourable treatment of a pupil because they do not (or no longer) belong to the Church of England. Nor does it allow schools to discriminate on religious grounds in other respects, such as excluding a pupil or subjecting a pupil to any other detriment.

2 Exception for staff and prospective staff

Schools/academies that were Voluntary Aided schools prior to conversion to Academy status:

- may apply religious criteria when recruiting or dismissing any member of their teaching staff.
- in considering dismissals, may have regard to any conduct that is incompatible with the precepts, or with the upholding of the tenets, of the religion of the school.
- may not apply any religious criteria to any other posts unless there is a genuine occupational requirement.

3 Acts of worship

There is a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship is not covered by the religion or belief provisions. Church of England schools/academies should provide a daily act of collective worship in accordance with the tenets and practices of the Church of England.

The action plan at the end of this Equality Plan outlines the actions Hartford High School will take to meet the general duties detailed below.

2a. Race Equality

This section of the plan reflects the general and specific duties of schools.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will:

- Prepare an Equality Plan which includes our written Policy for Race Equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

2b. Disability

This section should be read in conjunction with the School's Special Educational Needs Policy and Disability Equality Scheme.

Definition of disability

The law 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 law also extends the definition of disability as follows:-

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The law places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related 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 our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.

2c. Gender Equality

The law places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

2d. Sexual Orientation

The law makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation; discrimination is unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

2e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

3. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:-

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, socio-economic status and disability and action any gaps;

Approved by the Governing Body 22nd December 2016

- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of, ethnicity, gender, socio-economic status and disability without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on ethnicity, gender, socio-economic status and disability factors.

Exclusions will always be based on the School's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

This section deals with aspect of equal opportunities relating to staff.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment within the context of a Voluntary Aided Church of England School.

With the exception of certain posts to which religious criteria may be applied (eg. Headteacher and other senior posts at the discretion of the Appointments Panel) all staff appointments and promotions are made on the basis of merit and ability and in compliance with the Law.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Our policy is based on the Human Resources policies drafted by Cheshire West and Chester Council Schools' HR Department, modified in line with permissible exceptions for schools/academies with a designated religious character (see Section 2). These are designed to ensure that decisions in all areas including recruitment, promotion and disciplinary actions are free of discrimination on any of the protected characteristics referred to in the Equality Act 2010:

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

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parents' evening, parent, staff, governor school forum meetings;
- Input from staff meetings/INSET;
- Feedback from School Council, Citizenship Days and Assemblies.
- Issues raised in annual reviews and Progress Days, Individual Education Plans, mentoring and support.
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The role of Governors

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, socio-economic status and disability.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of ethnicity, gender, socio-economic status and disability.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's ethnicity, gender, socio-economic status and disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their ethnicity, gender, socio-economic status and disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender, socio-economic status and disability and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Approved by the Governing Body 22nd December 2016
Harassment on account of ethnicity, gender, socio-economic status and disability is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying trigger investigations generally and incidents are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of, ethnicity, gender, socio-economic status and disability can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (12999) as:

'any incident which is perceived to be racist by the victim or any other person'

Types of discriminatory incident (this is not an exhaustive list)

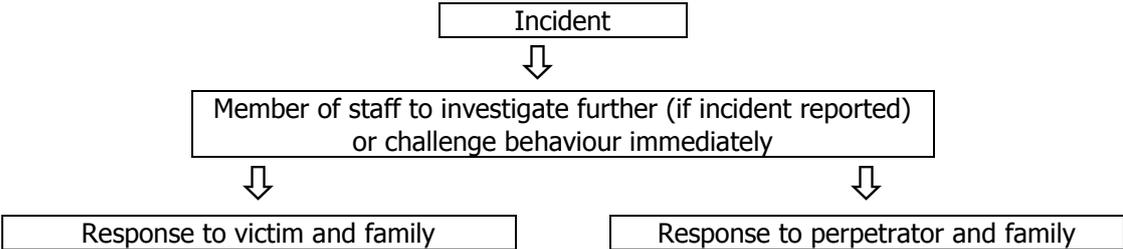
Types of discriminatory incidents that can occur are:

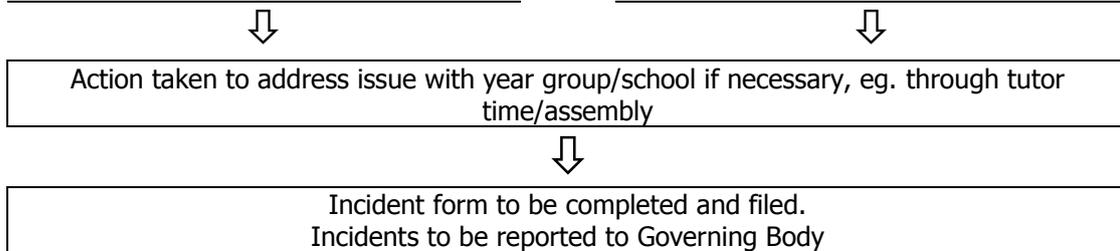
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule or an individual for difference, eg. food, music, religion, dress, etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:





8. Review of Progress and Impact

This Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review and update the Action Plan (see Appendix A) as part of our annual School Improvement Plan cycle and review the entire Policy every four years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, socio-economic status and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

9. Publishing the Plan

In order to meet the statutory requirements to publish our Single Equality Policy and Action Plan, we will:

- Publish our Plan on the school website;
- Raise awareness of the Plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Date:

EQUALITY POLICY 2016-2020
APPENDIX A) ACTION PLAN 2016-17

Equality Strand	Action	How will the impact be measured?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletters, staff meetings, assemblies	Question about parent awareness of Equality Scheme in annual survey	EPC	Ongoing	The plan will be updated in the Autumn Term each year and published on the website
All	Monitor and analyse pupil achievement by gender, race, disability, socio-economic status Act on trends or patterns in data that require additional support for pupils	Achievement data analysed by race, gender, disability and socio-economic status	CI	Ongoing	Analysis or teacher assessment /annual data demonstrates the gap is narrowing for equality groups
All	Audit the curriculum to identify opportunities for pupils to understand issues related to race, disability, gender and socio-economic status	A curriculum map will be produced	PW / TL	June 2017	Issues will be highlighted in schemes of work
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects diversity in terms of race, gender and disability and socio-economic status	Increase in pupil participation, confidence and achievement levels (collect data)	Team Leaders TL	Ongoing	Increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and throughout school promote diversity in terms of race, gender and disability and socio-economic status	Increase in pupil participation, confidence and positive identity (collect data)	Team Leaders LN	Ongoing	More diversity reflected in school displays across all age groups and all areas of school
All	Challenge any language that is pejorative regarding race, gender, disability or socio-economic status	Decrease in the number of incidents reported (collect data)	All staff	Ongoing	Pupils are aware that use of such language is unacceptable and will be reported
All	School will take part in annual events such as Black History Month, Deaf Awareness Week, One World Week	Greater awareness by pupils	TL	Ongoing Citizenship Days	Assemblies / Thought of the Week (programme produced annually)
All	Pupils who make a positive contribution to school life reflect the school's diversity	Data collected and represents school population (collect data)	HoH x 4 DW	Ongoing	Reward Assemblies Termly

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body on a termly basis	Data will be used by SLT and PMs to assess impact of school's response to incidents and amend as necessary Are pupils and parents satisfied with response to incidences?	SLT, Governing Body DW	Ongoing	Staff are aware of and respond to racist incidents Consistent nil reporting is challenged by HT and Governing Body
Gender Equality Duty	Monitor the gender uptake in Option choices and investigate any imbalances Identify pathways post-16 – investigate any balances Ensure that there are a range of clubs for either gender – kick-boxing, judo, karate, for example	Current data audited and fed into IAG for 2017-2018 Wider range of extra-curricular activities	PW	June 2017 Ongoing	Greater understanding of gender issues in option choices More clubs/activities on offer
Disability Equality Duty	Ensure that the accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information in terms of race, gender, disability or socio-economic status	Copies of publications Examples of alternative methods are available	CI	Ongoing	Evidence of contact with these parents
Disability Equality Duty	Pupils with disabilities take part in all aspects of the curriculum, visits, lunchtime activities, assemblies, extra-curricular activities	Data about pupils participating is recorded and analysed	Team Leaders HoH	Ongoing	Audits of what is currently on offer and who participates (pupil questionnaire)
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, e.g. Diwali, Eid, Christmas	Religious Studies/Citizenship evaluations	Team Leaders TL	Ongoing	Increased awareness of different communities shown in assessment/evaluations. Assemblies / Thought of the Week.
Community Cohesion	Provide reasonable means for students and their families to interact with people from different backgrounds and build positive relationships including links with different schools and communities	Interaction will take place, e.g. partner schools in our country and abroad Visits to other communities	Team Leaders PW	Ongoing	Physical evidence of links having been made