



Equality Policy

Spen Valley High School actively promotes equality in an inclusive culture. It is our aim to provide an education for all pupils and students which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the school reflects the diversity of all members of the community, where everyone is equally valued and where we all treat one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity, to prepare them for life in a multi-racial world. We will not tolerate harassment, discrimination or victimisation of any kind. We expect all members of our school community to be committed to eliminating all forms of discrimination on the grounds of race, gender, disability, sexuality, age, religion and belief.

Aims

- To promote equality of all groups.
- to promote community cohesion by encouraging the development of mutual respect and good relationships between all, regardless of race, gender, disability, sexuality, age, religion or belief;
- to challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, pregnancy or maternity, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- to give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- to ensure that all students have a right to equality of access to educational provision
- to ensure that no student is victimised due to the sex, race, disability, religion or belief, sexual orientation, gender reassignment or behaviour of a person with whom a pupil is associated, for example one of their parents or siblings.

Spen Valley High School welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics which apply to schools. The first seven of these apply to pupils and prospective pupils:

1. Disability
2. Race
3. Sex

4. Gender reassignment
5. Pregnancy and maternity
6. Religion or belief
7. Sexual orientation
8. Marriage and civil partnership
9. Age

Public Sector Equality Duty (2011)

This policy sets out how Spen Valley High School has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty.
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the General Duty

1. Whilst making a decision that might affect an equality group, the decision maker must have regard to the three aims of the Act at that time. This cannot be done in retrospect, nor can it be delegated.
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
3. The duty is continuing, so we will revisit it and bear it in mind constantly.
4. We will keep records to show that the equality duties have been considered on each occasion.

School Ethos, Vision and Values

At Spen Valley High School we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents, carers and other school users, with a particular focus on those who share a protected characteristic. Our vision is to provide a fair and just school community which promotes social inclusion, community cohesion and equality; respects diversity and challenges and acts upon discrimination and inequality including bullying. We recognise that treating people equally does not necessarily involve treating them all the

same. We aim to foster 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. All school policies are reviewed as part of an ongoing process, and will be reconsidered with regard to equality following the production of this policy.

Other related policies & documents

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedures
- Health and Safety Policy
- Safeguarding & Child Protection Policy
- School Behaviour Policy
- SRE Policy
- Special Educational Needs Policy
- Medical Policy
- Teacher Appraisal Policy
- Teachers' Pay Policy

What we already do

In order to comply with the General Duty we have the following procedures in place to ensure that we consider the needs of our school community in everything we do:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- We gather information from a range of sources when a pupil enters the school, eg: family, child, previous school, external agencies where applicable.
- We respond quickly to any conduct reported that is prohibited under or by this act, in accordance with school procedures. Acts of discrimination, harassment and victimisation are recorded, along with any actions and sanctions taken, and incidents are followed up on in a reasonable timescale, to ensure all those affected are aware of what action has been taken and no further issues have occurred. Actions may involve referrals to key workers within the school or external agencies, including the police.
- Through lessons, tutor time, assemblies and extra-curricular activities, we aim to create an ethos and atmosphere of dignity and fairness, where pupils are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners, take responsibility for their actions and become good citizens.
- We provide staff training on issues relating to Equality and ensure all staff are aware of the need to eliminate discrimination, harassment and victimisation.
- Members of the school's Senior Leadership Team undergo Safer Recruitment training and key members of the Governing Body have also completed this training.
- Appraisal and Pay structures are in place within the school to ensure all staff have equal opportunities in terms of pay and promotion.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- We track all aspects of a child's provision and progress by monitoring attendance, behaviour, attitude to learning and academic data and applying intervention strategies as appropriate.
- Teachers keep plans and records for every class, containing seating plans, academic data, attitude to learning, target levels and data pertinent to equality groups, to enable them to plan and deliver lessons to stretch and challenge every member of their class appropriately.
- We monitor the effectiveness of intervention strategies to enable us to improve our practice and benefit pupils.
- We take account of the achievement of all students when planning for future learning and setting challenging targets.
- We use materials that reflect the diversity of the school population, local and wider community in terms of race, gender and disability, without stereotyping.
- We monitor pupils' involvement and participation in all opportunities provided and aim to provide new opportunities where gaps are identified.
- Transition and Careers staff monitor progression routes for all students, to perform NEET analysis, which allows the school to identify barriers for certain groups and evaluate the school's curriculum as well as pupils' subject choices.

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

- We deliver lessons across the curriculum and within PSHCE that broaden pupils' knowledge of equality issues and encourage tolerance and understanding of all pupils.
- We group pupils within lessons to help to foster good relations and respect between different groups of pupils.
- We deliver assemblies to whole year groups that promote understanding, respect and positive relationships.
- We promote pupils' awareness of equality of opportunity through a variety of schemes and celebrations including charity events and Spenrichment.
- We promote pupils' social, moral, spiritual and cultural development through the curriculum, Thoughts for the Week and out of lesson activities.
- We communicate with parents and carers through letters, texting, the school website, social media, postcards, phone calls, emails and in face to face meetings.
- The Pastoral Support Team and the Attendance Officer support curriculum staff in improving relations with parents and carers including those who could be deemed 'hard to reach', to ensure equality of opportunity for all.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we will carry out regular reviews of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All senior and middle leaders will be trained in carrying out an Equality Impact Assessment of their area of responsibility for activities both within and beyond the school day (see Appendix 1). Any gaps in provision and practice that are identified form part of an action plan (see Appendix 2).

Our future intention is to complete an Equality Impact Assessment when carrying out the following actions:

- introducing new provision or practice
- changing or reducing provision or practice
- removing provision or practice

Consultation

Spen Valley High School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We consider the representation of all equality groups across activities and teams such as sports teams, young leaders and prefects.
- We meet pupils individually to discuss their needs and progress.
- We promote discussion of issues affecting all groups during curriculum time, particularly in PSHCE lessons and tutor time.
- We identify and work with focus groups of pupils to make changes to existing policies. How we measure the impact of any changes We monitor the ongoing impact of any changes on those who may be affected in the following ways:
- We track pupil achievement across school with an additional focus on equality groups.
- We carry out regular surveys that demonstrate emotional health and wellbeing, engagement and involvement in different aspects of school life.
- Achievement Co-ordinators carry out regular analysis of groups' achievement, attitude to learning, rewards and sanctions, attendance and punctuality.
- Curriculum Area Leaders and Directors of Learning carry out regular analysis of the academic performance within their subject areas, with an additional focus on equality groups.
- The School Improvement Plan and Curriculum Area Reviews include strategies for ensuring all pupils have the opportunity to achieve their potential.
- Curriculum Headshave regular monitoring and QA meetings with their Senior Leadership Team Link, with an additional focus on equality groups.

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results. We record the results of our Equality Impact Assessments and action taken. We will review and publish this information and its impact on our pupils through:

- reports to the Governing Body
- information on the school website
- information and letters sent to, or meeting with parents, as appropriate

Equality Objectives

Our Equality Objectives are determined/renewed annually and published through our school website.

Reviewed: April 2018
Next Review: April 2020

Equality Impact Assessment

Date	
Lead Member of Staff	
Other Involved staff/role	

Proposed Plan

Background/how this proposal has come about.

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Is the proposal likely to have an adverse impact on compliance with Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristics	Impact of proposal (specify if impact is to student, arent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender Reassignment			
Pregnancy, Maternity			
Religion/belief			
Sexual Orientation			
Marriage, civil Partnership			
Age			

Explain in more detail

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Action Plan following Equality Impact Assessment

Objective	Actions	Time Scale	Person/s Responsible	Resources	Measurable Outcome