



EQUALITY AND DIVERSITY POLICY

Adopted by Governing Body: 3RD DECEMBER 2015

Reviewed and Readopted Date: NOVEMBER 2017

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1. Introduction and Context

This Equality and Diversity Policy for Golborne High School is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies. It has been developed to cover the general Public Sector Equality Duty (PSED) specified in the Equality Act 2010 and encompass the following legal framework around equality including Race, Gender and Disability:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2006 and 2010
- Prevent Duty
- Keeping Children safe in Education 2016

Golborne High School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

This Policy has links to the following school policies:-

- SEND Policy
- Accessibility Policy and Plan
- Meeting the Needs of Pupils with Medical Needs
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct and Behaviour Policy
- Equality and Diversity Statement of Commitment to Employees

2. Aims of our Equality and Diversity Policy

At Golborne High School we aim to:-

- promote equality of access and opportunity for all within our school and within the wider community;
- eliminate any form of discrimination, harassment or victimisation;
- actively promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins;
- provide a learning environment where all individuals see themselves respected and feel a sense of belonging;

- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;

We seek to advance equality of opportunity by removing any barriers to access, participation, progression, attainment and achievement.

3. Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. The ethnic make-up of Golborne High School as at November 2017 is summarised in the table below:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Any other Black background	0	1	0	0	0	1
Any other White background	1	0	2	1	1	5
Any other mixed background	1	1	2	0	0	4
Black - African	1	0	0	0	0	1
Chinese	0	0	2	1	0	3
Indian	0	1	0	1	0	2
Information Not Yet Obtained	0	0	0	1	0	1
Other ethnic group	1	0	0	1	0	2
Refused	0	1	0	0	1	2
White - British	176	173	173	156	149	827
White - Irish	0	1	0	0	0	1
White and Asian	2	1	2	0	0	5
White and Black African	1	0	2	0	0	3
White and Black Caribbean	1	0	0	1	0	2
Total	184	179	183	162	151	859

4. Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity – identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity – we appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence – we recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity – we will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice – we will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

5. Our Vision Statement about Equality and Diversity

Golborne High School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

6. Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child - <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:-

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- detention procedures
- respite placements and supported transfers
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare

7. The Roles and Responsibilities within our School Community

7.1 Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

7.2 Our Governing Body will:

- designate a governor with specific responsibility for the Equality and Community Cohesion
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 2 years.

7.3 Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

7.4 Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

7.5 Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

7.6 Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

7.7 Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

8. Responding to Hate or Prejudice-based Incidents and Bullying

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Governors will be provided with a monitoring report each term in the Headteacher's Report.

9. POLICY PLANNING AND REVIEW

9.1 Participation and Involvement

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- **Our pupils** - Our pupils completed a learning survey. All Year 7 pupils completed PPASS (Pupil attitudes to self and school). Discussions take place within RE lessons and tutor time activities to gauge pupil views as part of the PSHE curriculum. Views are further sought through drop down days.
- **Our staff** - The staff contributed to the original policy through a working party.
- **Our school governors** - The governors read and agreed the policy.
- **Parents/carers** - Parents and carers are asked to feed back after every event in school. There have been specific working parties on homework which has resulted in changes being made.

- **Minority, marginalised and potentially vulnerable groups** - We have significantly adapted the school to include marginalised groups such as ensuring the school has full disabled access. We have adapted policies to meet the needs of all marginalised groups and have trained staff in the area of equality and diversity and the rationale behind it.
- **Our partners in the community** – We have consulted with groups such as mermaids, GIRES, Gateway, TESS, Social Care, Stonewall.

9.2 Using Information

We plan to use data and other information about our school, and Equality Impact Assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this such as RAISE, ADACHE, Internal data such as attendance and punctuality data, behaviour management data, exclusion data, PASS data and number of referrals to Focus Centre and PASS.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

Our own internal survey systems tell us that all of our pupils from all minority groups feel safe in school.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Some of our partners include: TESS, Targeted Education Support, Ed Psych Team, Gateway, EMAS, Inclusion Team, Pupil Referral Team, Police, Social Care, YPDAS, Young Carers, BYOU, Physical Disability Outreach Support, Occupational Health, School Nurse, Wigan Leisure and Culture Trust, Co-Operative Trust, Mermaids,

GIRES, Wigan Warriors, Leigh Centurions and Premier Sports, SEN Team, Stonewall.

9.3 Implementation, monitoring and reviewing

This policy will be made available on the school website. The views of pupils, parents, staff and community on this policy are welcomed.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team. A report will be provided termly to Governors to analyse whether our policy and related equality objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

10. OUR STAFF

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure (Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties).

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

The school was re-modelled during 2014/2015 to allow for disabled access. Further information regarding the physical adaptations in consideration of equality of access is included in the Accessibility Plan.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

EQUALITY OBJECTIVES PLAN

Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Who's responsible?	Link to Public Sector Equality Duty	Protected characteristic
<p>To promote relations between diverse cultural and ethnic groups through teaching, learning and the curriculum.</p>	<p>Equip pupils with the interpersonal skills to live and thrive alongside people from many different backgrounds.</p> <p>To provide a balance and focus to curriculum experiences which will form the core of the promotion of our school as a cohesive community.</p> <p>To arrange events/cross-curricular projects/assemblies/performances and charity events which encourage respect for diverse culture and ethnic groups.</p> <p>Gender / equality promoted through assemblies / school vision / positive role models and lessons.</p>	<p>All pupils and staff</p>	<p>Senior Leadership Team</p>	<p>All aims of duty</p>	<p>All protected characteristics</p>
<p>To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life, such as LGBT.</p>	<p>Increase the diversity of pupils/students involved in the decision-making processes of the school</p>	<p>Minority, marginalised and vulnerable pupils/students</p>	<p>Head of Pastoral Care</p>	<p>All aims of duty</p>	<p>All protected characteristics</p>
<p>To prevent and respond to all hate incidents and prejudiced based bullying</p>	<p>Students feel safer in the knowledge that incidents will be dealt with.</p> <p>Increased staff confidence</p>	<p>Whole school and specifically BME / LBGTU / SEND pupils/students or those from a Faith background</p>	<p>SLT</p> <p>Anti-bullying lead</p>	<p>Eliminate unlawful discrimination, harassment and victimisation</p>	<p>Sexual Orientation/Race/Gender identity/Disability/Religion or belief</p>

To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	SLT – Pupil Premium / Closing the Gap Lead	Advance equality of opportunity	Other
To increase the confidence of some female students in accessing sexual health services.	Reported increase in female pupils/students accessing local sexual health services	Targeted female students	School nurse	Advance equality of opportunity	Sex
To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability of pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	SLT / Director of Teaching and Learning Support	Advance equality of opportunity	Disability/ All
To better understand the needs of disabled parents/carers within our school community	Improve communication with and provide support for SEND pupils which involves parent / carers.	Disabled parents/carers	SLT / Director of Teaching and Learning Support	Advance equality of opportunity	Disability
To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Provide a comprehensive Careers Education Programme.	Year 10 / 11	Careers Education Lead	Advance equality of opportunity	Sex
To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Ensure recruitment procedures promote equality of opportunity and adhere to equality guidelines.	Applicants and all school staff including volunteers	SLT	Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All