



North Leamington School

**Equality & Diversity Policy
(Including Equality Objectives)**

FEBRUARY 2019

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Introduction

North Leamington School is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures. NLS is proud of this diversity which enriches all the lives of those in the school and its educational processes and informs our inclusive approach.

It is part of the school's role to promote the benefits of such pluralism and to challenge all prejudicial and discriminatory practices. NLS is therefore committed to a policy of inclusion, eliminating any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability.

It is the duty of all members of the NLS community, teaching and support staff, parents and carers, students and governors, to uphold this policy and see that it is put into practice.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- provide an appropriate learning experience for all students, whatever their race, gender, religion, sexual orientation, ability and disability. NLS has high expectations of all students.
- provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it
- Underpin North Leamington School's **CORE** purpose in committing to equip students with an awareness of our diverse society and to appreciate the value of equality and diversity
- Ensure that students and staff recognise that discrimination is not acceptable, and to provide an environment where all members of the school community feel valued and safe
- Ensure the principles and practice of equality apply to all members of the school community including all staff, parents, governors and visitors

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination on the basis of age, disability, marriage/civil partnership, pregnancy and maternity, religion, race or belief, sexual orientation.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- North Leamington School is committed to eliminating discrimination and any other conduct that is prohibited by the Act

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

Compliance with the Equality Act 2010 is the responsibility of all staff members. North Leamington School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Mr S Aspinall.

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors
- Observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- Uphold the principles of equality when making decisions pertaining to sanctioning and rewarding children for their actions, as outlined in the Engagement for Learning policy
- Observe and implement procedures for staff discipline, conduct, grievances and whistleblowing in line with the Equality Act 2010
- Support all members of the school community in adhering to the principles of this policy and will implement this policy in conjunction with the Staff Behaviour Policy

The designated member of staff for equality, Ms H Jones (Deputy Headteacher) will:

- Support the Headteacher in promoting knowledge and understanding of the Equality Objectives amongst staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Liaise with the Senior Leadership Team to ensure that Leaders at all levels are responsible for the promotion of Equality and Diversity within the school curriculum and this within their areas of leadership
- Ensure that incidents of discrimination are treated as a breach of behaviour policy and are followed up in accordance with the relevant school policy

- Work in liaison with other key members of staff in school to ensure that all aspects of the curriculum (both formal and informal) evidence equality in theory and in practice
- Ensure that all students are seen as individuals and that each child's education is to be shaped in direct relation to his/her needs and abilities
- Work in liaison with all members of the school community including Governors, parents/carers, staff, visitors to school and external agencies who support our students to share the commitment the school has to equality of opportunity

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. It is recognised however that not all staff may be required to tackle incidents of discriminatory behaviour personally, but would be expected to refer to a colleague with the appropriate experience & expertise.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct; this also applies to the process of recruitment and appointments to our school.

Duty to make reasonable adjustments:

- We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

Admissions Policy:

- Our admissions criteria are defined under the Admissions Policy and are applied consistently to every young person, irrespective of any protected characteristic.

Recruitment and selection:

- All employees, whether part time, full time, temporary or permanent will be treated fairly and equally.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Addressing prejudice and prejudice-related bullying

The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in this policy:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia and transphobia.

Staff receive training in how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they are dealt with.

Teaching and Learning

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- they are aware of possible cultural assumptions and bias within their own attitudes.

5. Advancing equality of opportunity

The following groups have been identified as key recipients in terms of the provision of our commitment to equality:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have Ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse

The following characteristics are defined as protected characteristics:

- Age
- Disability
- Gender and transgender
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnicity
- Religion and belief
- Biological sex
- Sexual orientation

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (such as encouraging all students to be involved in the full range of school societies and leadership opportunities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students
- Ensure that all incidents of discriminatory treatment including bullying, harassment are reported to senior staff and are reported to the relevant authority as soon as reasonably possible. All bullying related incidents will be addressed in line with our Anti-Bullying policy.
- Ensure that if an individual feels that they have been discriminated against, harassed or victimised then they are asked to follow our complaints procedure.

6. Fostering good relations

North Leamington School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) as part of our Vertical Tutoring and wider curriculum, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies and addressing relevant concerns. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Allowing special forms of dress where this is an essential part of an individual's cultural background, as long as there is no risk to the Health and Safety of members of the school community; and respecting and facilitating religious observance.
- Working with our local community. This includes inviting speakers such as Health Professionals, Police, Leaders of local faith or political groups to speak at assemblies. We will also organise school trips and activities based around engagement with the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our student leadership programme has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities and opportunities. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

North Leamington School ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Interrupts any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls
- Is accessible to all students irrespective whether they share a protected characteristic or not
- Will enrich the knowledge and understanding of students

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. The named EVC for the school is Mr R Morey, Senior Assistant Headteacher.

8. Equality objectives:

The achievement of the objectives outlined below is underpinned by our School Improvement Plan and a commitment to our CORE values.

Objective 1: To undertake an analysis of recruitment data and trends with regard to race, gender and disability by Summer 2019, and report on this to the Governing Board.

Why we have chosen this objective: This has been identified in order to obtain a current picture of the landscape of diversity within the school staffing and those staff with protected characteristics. This has been chosen in order to identify whether there is any additional support required for the workforce or indeed staff training needs which may be pertinent in developing an understanding of diversity in the school community.

To achieve this objective we plan to: Evaluate recruitment information to understand the current staffing context. Compile the information (maintaining anonymity) into a summative document which is accessible to the Headteacher and Governors for review.

Objective 2: To narrow the gap in attendance and persistent absenteeism of children in receipt of the Pupil Premium and children with SEND, so that the attendance of these groups improves in 2018-19.

Why we have chosen this objective: This has been identified as a key area when scrutinizing the attendance patterns of particular groups of students in the school.

To achieve this objective we plan to: Continue to work with all members of the school community to support the students and identify barriers to their attendance. We will demonstrate a commitment to the Pupil Premium Plan for the year in our deployment of resource. We will continue to invest resource in working with parents and carers of students to support their child's attendance in school, and with outside agencies who can support children where relevant.

Objective 3: All staff to understand how to respond to prejudice-related bullying and incidents. By July 2019, 100% of staff will know how to respond to prejudice-related bullying, as shown by the

annual staff survey, and will also have a clear understanding of the definition of peer on peer harassment, as set out in the DfE document *Keeping Children Safe in Education*, September 2018.

Why we have chosen this objective: Recent changes to the Warwickshire reporting process mean that staff need to receive updated guidance on the statutory reporting process and also guidance on types of prejudicial behaviours. Staff need to confidently apply the revised policy into practice as part of our commitment to maintaining a safe school for all children.

To achieve this objective we plan to: Train staff on the relevant reporting mechanisms, and inform staff about prejudicial language and behaviours. Staff will complete a staff questionnaire at the end of the academic year in response to their understanding of how to report and support in instances of prejudicial incidents.

9. Monitoring arrangements of the Equality and Diversity policy

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

This policy is effective from: February 2019

Approved by: NLS Governing Board

Review date: February 2020

Review Leader: Deputy Headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Medical Conditions Policy
- Child Protection Policy
- Engagement for Learning Policy
- SEND Policy and Information Report
- Pupil Premium Report
- Anti-Bullying Policy
- Staff Behaviour Policy
- Complaints Policy
- Whistleblowing Policy
- Off Site Visits Policy
- Recruitment and Selection Policy

