

Equality Policy

As a school committed to the principles and values of the UN Convention on the Rights of the Child, this policy particularly highlights Articles 1,2,3,12,13,14,15,23,24,26,27,29,30

Staff Member with Responsibility:	Assistant Principal, Behaviour for Learning
Reviewed by:	Board of Trustees
Reviewed Date:	October 2020
Next Review Due:	October 2023

Introduction and Purpose of Policy

Heathside School is committed to ensuring that discrimination in all its forms is not tolerated. The Equality Policy and objectives aim to:

- Improve awareness of equality issues and ensure the school is compliant with the Equality Act.
- Improve the school experience for students.
- Identify areas where there is potential for improvement.

Further information and guidance can be found in 'The Equality Act 2010 and schools' DfE – May 2014

Overview of the Act

All public bodies are required to meet the general and specific duties of the Equality Act.

The specific duties of a school are to:

- Make available equality information which demonstrates compliance with the duty.
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years.

In the General Duty set out the by Public Sector Equality Duty (PSED) a school must have *due regard* for the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

By recognising the following protected characteristics:

- Disability

- Pregnancy and maternity
- Ethnicity
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation
- Age (relating to employment and to the provision of goods and services)
- Marriage or civil partnership (but only in respect of eliminating unlawful discrimination)
- Gender reassignment

The Equality Act came into force on 1st October 2010 and brings together all the legal requirements on equality. The Act therefore replaces and incorporates for example, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Discrimination Act (1995).

The Act makes it unlawful for a school to discriminate, harass or victimise a student or potential student as follows:

Discrimination:

- Direct discrimination, treating a person unfavourably because of any protected characteristics including a) because a person is *perceived* to have a particular characteristic; b) because a person has been *associated* with someone who does have that characteristic.
- Indirect discrimination, where a “one-size-fits-all” rule is applied too generally and puts particular groups at a significant disadvantage.
- Discrimination arising from disability.
- Failure to make *reasonable adjustments* in relation to disability.

Harassment:

- Related to a protected characteristic (disability, race, gender, maternity or pregnancy).

Harassment within the Act is defined as unwanted conduct related to a protected characteristic which intends to create an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation:

- When a person is put at a disadvantage because of a previous complaint made in good faith. A previous complaint could, in the case of a student, be related to something done by their parent or sibling in relation to the Act or a person could have given evidence or information relating to someone else's complaint.

Heathside School Commitment

Heathside School is committed to upholding the values of Empathy, Equality, Friendship, Honesty, Loyalty, Respect, Responsibility, Trust and Tolerance. We aim to foster positive relationships and create a learning environment where everyone feels safe and secure and discrimination in any form is not tolerated. Our school ethos including the House system aims to promote an awareness of the wider community and a sense of belonging. We observe good

equalities practice, including staff recruitment, retention and development and we aim to reduce and remove any existing inequalities and barriers.

Areas of focus

Heathside School is committed to advancing equality of opportunity, eliminate discrimination and foster good relations in the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

The school will regularly analyse data and information to evaluate our practice and determine focus areas for the equality objectives.

Roles and Responsibilities

Trustees and Advisors are responsible for:

- Making sure the school complies with current equality legislation.
- Making sure the aims of the Equality Policy are met and its objectives are implemented.

The Head of School is responsible for:

- Ensuring that the school advances equality of opportunity, eliminates discrimination and fosters good relations in the focus areas.
- Promoting key messages to staff, students and parents.
- Making sure procedures are followed.
- Ensuring all staff are aware of their responsibilities and receive appropriate training and support to carry them out.
- Taking appropriate action in any cases of discrimination, harassment or victimisation.

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom.
- Reporting and dealing with any prejudice or bullying that may occur according to school guidelines is captured within the Surrey safeguarding termly audit.
- Identifying and challenging bias and stereotyping in the curriculum.
- Ensuring they attend training and development in this area as needed.

Monitoring and Evaluation

Heathside's Equality Policy is supported by Single Equality Scheme Objectives which are linked to the School Development Plan. The policy and objectives will be regularly monitored and reviewed by staff and governors to ensure they are effective in eliminating discrimination, promoting access and participation, promoting equality and good relations between different groups and particular groups of the school community are not disadvantaged.

APPENDIX 1

Heathside School – Equality Objectives 2020-2023

APPENDIX 2

Heathside School – Review of previous objectives 2017 - 2020

APPENDIX 1: Equality Objectives 2020 - 2023

Objectives	Protected Characteristic	Actions and success criteria	Responsibility	Link to Governor Committee and SDP	Date for review	Review – to date
To ensure that equality and diversity are promoted throughout the school.	All	<p>To ensure British Values including tolerance and respect are taught across the curriculum.</p> <p>Raise awareness of BLM and its significance (through assemblies and tutor time)</p> <p>Provide high profile, positive, diverse role models for students.</p> <p>Identify, and address, areas for development towards becoming a truly diverse and inclusive school.</p> <p>Ensure curriculum resources and programmes of study are diverse and inclusive.</p> <p>Promote a cultural shift towards awareness, tolerance and celebration of diversity.</p> <p>Address and reduce attitudes of casual prejudice and unconscious bias.</p>	Extended Leadership role	SDP Area 4 – Personal Development	<p>January & June 2021</p> <p>Reviewed during Sept 2020-21 Then yearly October 2021 and 2022</p> <p>Sept 2023</p>	

To continue to monitor achievement and take positive steps to narrow gaps in relation to gender, ethnicity and socioeconomic background when and where identified.	Gender SEND EAL DA	<p>To monitor and tackle areas of underachievement for identified groups through whole staff INSET and strategies identified and implemented by subject leaders and SLT</p> <p>To continue to use Pupil Premium funding to implement appropriate support strategies for Disadvantaged Learners in order to “Narrow the Gap” in terms of pupil progress.</p> <p>To monitor issues of gender imbalance on KS4/5 courses and intervene as appropriate including the number of girls studying STEM subjects including Computer Science and Physics.</p>	<p>VP Quality of Education</p> <p>VP Personal Development</p> <p>VP Quality of Education</p>	SDP Area 1: Quality of Education	September 2023	
To review our pastoral support programme and PSHE curriculum to ensure that groups with identified and protected characteristics feel respected, supported and included as part of a school in which diversity is celebrated.	All	<p>To review current PSHE SoW to evaluate current curriculum coverage and ensure diversity is supported across the curriculum.</p> <p>To promote diversity through assemblies and the tutorial programme.</p> <p>To develop our PSHE SoW and support programmes to incorporate strategies to support LGBT+ students.</p>	<p>Subject lead for PSHE and link SLT</p> <p>Extended Leadership post</p> <p>MHWPB lead + Subject lead for PSHE and link SLT</p>	SDP – Area 3: Behaviours and Attitudes	Summer Term 2021	

		<p>To ensure that students who identify as LGBT+, seek out and receive appropriate support through the pastoral / wellbeing teams</p> <p>To promote the school as a safe space for LGBT+ students and allies and to promote positive attitudes of acceptance across the school.</p>	<p>Pastoral / wellbeing teams</p> <p>Pastoral / wellbeing teams</p>			
To uphold the values of UNICEF Rights Respecting Schools Award and Amnesty Group.	All	<p>Maintain the momentum of achieving Unicef Gold through reminder of rights.</p> <p>Amnesty Group raises its profile with students and the wider global concerns surrounding human rights.</p>	<p>HoH</p> <p>Amnesty group led by member of staff</p>	SDP – Area 4: Personal Development	Summer Term 2023	

APPENDIX 2: Equality Objectives 2017 - 2020

Objectives	Protected Characteristic	Actions and success criteria	Responsibility	Link to Governor Committee and SDP	Date for review	Review – to date
To ensure that all students are given similar opportunities with regards to after school clubs and activities	All	<p>Extra-curricular timetable in place.</p> <p>Broad range of provision that covers sporting, creative and academic activities.</p> <p>Risk assessments and care plans put in place, where necessary, to ensure that provision is suitable for students with specific health needs.</p> <p>Analysis of register of attendance.</p> <p>Parent and student questionnaires.</p>	Heads of PE, HoLs and VP Extra-curricular	SDP Area 4: Personal Development	Summer 2020	<p>Timetable in place and updated each term</p> <p>Range broadened and now also includes yoga & cheerleading.</p> <p>All activities are risk assessed as necessary</p> <p>This is ongoing and Edulink will support us to do this</p> <p>Due to happen but did not as school went into lockdown March 2020</p>

To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.	All	<p>Regular analysis of assessment data with breakdown of attainment in identified student groups.</p> <p>Gaps in attainment and progress identified, as early as possible, and intervention strategies formulated.</p> <p>Parental workshops provided on how to support students at home.</p> <p>Family Learning events identifying key students and families to support learning.</p> <p>Small group tuition provided in Maths (and English)</p> <p>Tiered revision sessions for English GCSE students</p>	VP Quality of Education	SDP Area 1: Quality of Education	Summer 2020	<p>Data presented after every assessment point and summarised by group</p> <p>VP goes through gaps and strategies for intervention with CAMs and HoLs at key points in the year</p> <p>Parental workshops included – how to use the VLE, revision techniques and edulink</p> <p>This is run by intervention tutors very successfully</p> <p>Completed throughout year 11 by tier</p>
To promote whole school mental health and well-being and ensure individual students can be given the opportunity to	All	<p>Students identified by Tutors, SSCOs, HoLs and other members of SLT directed towards Mental Health & Wellbeing Lead, for 1:1 support.</p> <p>Ensure the Students (and staff) are provided the necessary support and well-being advice.</p>	MHWP lead.	LAB SDP – Area 4: Personal Development	Summer Term 2018 JWB	Assemblies delivered by JBBX and this has continued in to 2019 by the new well-being lead, LBX.

express their individual concerns.		<p>JB lead assemblies and other whole school initiatives that promote diversity equality across the school. Promote, 'all different, all equal' anti-bullying theme.</p> <p>Promote the service in key areas of the school (Sixth Form, Student Services).</p> <p>Work towards achieving Wellbeing Award.</p> <p>Wellbeing ambassadors to be appointed, receive training and develop in their roles.</p> <p>Embed Wellbeing Evening for parents Wellbeing PTA event Wellbeing group to develop a protocol for email communication</p>			Summer Term 2020 MHWB Lead	<p>JB delivered Tolerance assemblies to all years in 2019.</p> <p>School achieved the Well-being award in 2019. Wellbeing INSET Trained on-site counsellors staff and students</p> <p>Wellbeing ambassadors appointed, trained and presented to parents, staff and students</p> <p>All events took place and email protocol has been delivered to stakeholders</p>
To achieve the UNICEF Rights Respecting Schools Award.	All	<p>Audit staff and students. Create Action Plan. Set up Strategy Group.</p>	Unicef lead	LAB SDP – Area 4: Personal Development	Summer Term 2020 TD/AK	<p>Audit carried out and action plan in place.</p>

		Achieve the Award (Level 1).				<p>School has achieved Silver award and currently working towards Gold. New UNICEF lead appointed: AK</p> <p>Gold award achieved summer 2020</p>
To promote British Values across the Curriculum.	All	<p>Look at ways of encouraging the British Values across the Curriculum through:</p> <ul style="list-style-type: none"> • Year 7 British Values Day. A whole Year group focus on all 4 or one particular British Value and how it applies to their school life and beyond. • British Values themed assemblies • British Values Display – Encouraging departments and teachers to embed the 4 values within their teaching. • Ensure the KS3 PSHE Resources for Summer Term 2 reflect current trends/issues in society that relate to all 4 values. 	AP i/c of British Values	<p>LAB</p> <p>SDP – Area 5: Leadership and Management</p>	<p>Summer Term 2017</p> <p>AP and VP i/c Personal Development</p>	<p>British Values day took place in 2017-18 academic year. Assemblies continue to incorporate British Values, as does the PSHE curriculum. British Values Display is in the foyer next to plasma screens and recently updated.</p>

