Helsby High School
Equality and Diversity Policy

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1. Statement of Intent
Helsby High School is a mixed comprehensive community school in Cheshire West and Chester. Our vision is to be an inclusive learning environment in which all students and staff strive for excellence in all that they do, achieving success and valuing others to enable them to make positive contributions to society, and to become confident global citizens.

We are committed to ensuring equality of opportunity for all students, staff, parents and carers who are part of our school community, irrespective of their race, gender, disability, religion or belief, or socio-economic background or any other protective characteristic. We aim to create an inclusive culture which embraces diversity, enabling all to participate fully in school life, achieve success and value others and feel proud of their school community and their role within it.

2. Aims and Objectives

2.1 Our aims are:
To provide a safe, secure and nurturing environment in which all members of the Helsby High School community are encouraged to achieve success by valuing others.

We aim to achieve success by:

- Encouraging high aspiration and love of learning
- Maximising progress and potential
- Providing rewarding learning experiences
- Offering diverse opportunities
- Recognising and celebrating all achievement

We aim to value others by:

- Contributing to a safe school environment
- Showing tolerance, respect and fairness
- Listening to and respecting others' views
- Appreciating and embracing diversity
- Being an active member of our school and local community
- Co-operating with others

2.2 Equality Objectives
To realise the school vision, create an inclusive culture and ensure equality of opportunity for all we aim to:

1. Ensure equality and diversity are promoted across the curriculum.
2. Ensure equality of opportunity with extra-curricular and enrichment activities for students with all protected characteristics.
3. Promote high academic expectations for all students including those with different protected characteristics.
4. Foster a nurturing environment that develops good relationships between people with different protected characteristics.
5. Challenge discrimination, harassment and victimisation against people with different protected characteristics.

3. Legal Framework
The Equality and Diversity Policy of Helsby High High School has been developed in line with: UN Convention on the Rights of the Child, UN Convention on the Rights of Persons with Disabilities, Human

Rights Act 1998, Special Educational Needs (Information) Regulations 1999, Education and Inspections Act 2006, Equality Act 2010, Specific Duties Regulations 2011.

4. Roles and responsibilities
The Governing Body will seek to ensure that:

- The school complies with the appropriate equality legislation and regulations
- It meets its obligations under the Public Sector Equality Duty to publish equality objectives
- The school's policies and procedures are developed with appropriate equality impact assessments informing future plans
- The recording and reporting of equality and diversity data is sufficiently scrutinised.
- The Admissions Policy does not discriminate.
- The school has equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
- Information is provided in appropriate and accessible formats.
- The necessary disciplinary measures are in place to enforce this Equality and Diversity Policy.

The Headteacher will seek to ensure that:

- The Equality and Diversity Policy is shared with all stakeholders and any procedures that are required within it are implemented
- All staff members receive ~~the~~ appropriate equality and diversity training as part of their induction and continuous professional development
- There is active challenge and appropriate action is taken in any case of discriminatory practice
- Any reported incidents of harassment or bullying are reported in line with DfE guidance.
- There is an annual report on the progress of implementing the provisions of this Equality and Diversity Policy in the form of an Annual Impact Statement

All Employees should:

- Not discriminate.
- Address any minor issues of harassment or bullying at Helsby High School and report any major breaches of the Equality and Diversity Policy to the Headteacher.
- Identify and challenge bias and stereotyping within the curriculum and Helsby High School's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application including attending appropriate training where necessary

All Students should:

- Not discriminate or harass any other student, staff member or other member of the wider school community.
- Actively encourage equality and diversity in Helsby High School by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their Form Tutor, Student Support Coordinator, Progress and Pastoral Leader or to any other member of staff they feel comfortable speaking to.

5. Tackling discrimination
It is unlawful to discriminate directly or indirectly in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as 'protected characteristics'. 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. Discriminatory incidents of harassment or bullying are dealt with by the member of staff present, escalating to their Progress and Pastoral Leader for students and line manager/headteacher for an incident involving a staff member.

5.1 Types of unlawful Discrimination
5.1.1 Direct discrimination is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

5.1.2 Indirect discrimination is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a relevant protected characteristic (although it does not explicitly include pregnancy and maternity, which is covered by indirect sex discrimination) such that it would be to the detriment of people who share that protected characteristic compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.

5.1.3 Harassment is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

5.1.4 Associative discrimination is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (although it does not cover harassment because of marriage and civil partnership, and - according to guidance from the Government and ACAS - pregnancy and maternity).

5.1.5 Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

5.1.6 Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic (other than marriage and civil partnership, and pregnancy and maternity), by third parties such as clients or customers. For an employer to be liable:

- the harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of harassment);
- it must be aware that the previous harassment has taken place; and it must have failed to take reasonable steps to prevent harassment from happening again.

5.1.7 Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so. However, an employee is not protected from victimisation if they acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare their treatment with someone who has not made or

supported a complaint under The Equality Act 2010. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments and is then systematically excluded from all meetings; such behaviour could amount to victimisation.

5.1.8 Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

6. Monitoring and evaluation
This Equality and Diversity Policy will be monitored termly and evaluated annually by the Headteacher and the Governing Body through monitoring and evaluation of the School Development Plans.

6.1 Review of progress and impact
In line with legislative requirements, we will review our Equality and Diversity Policy and our Equality Objectives annually, and review the entire action plan on a three-year cycle. We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement, progress and engagement by race, gender, socio-economic background, SEND and disability, to ensure that all groups of students are making the best possible progress and take appropriate action to address any gaps.

6.2 How we conduct equality impact assessment
Whenever any policy documentation or other school procedures and practices in relation to students are reviewed we will consider any potential impact in terms of protected characteristics. We will ensure our equality objectives are integral to our School Self Evaluation and Development Planning so that our school improvement continues to be developed to ensure equality or opportunity for all without prejudice or discrimination.

6.3 Publishing the plan
The Equality and Diversity Policy, Equality Objectives and Annual Impact Statement are published on the school website.

6.4 How we chose our equality objectives
Our equality objective-setting process has involved gathering evidence as follows:

1) from the equality impact assessments listed above.
2) from the following data

- Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data.
- Attainment and progress data for all groups of students
- Attendance Data for all groups of students
- Participation with extra-curricular and enrichment activities

7. Dissemination
We will take steps to communicate this Equality and Diversity Policy, Equality Objectives and Annual Impact Statement in an accessible format on the Helsby High School website. The Annual Impact Statement will be published in September of each new academic year.

8. Enforcement
Staff members and students who do not comply with the provisions of this Equality and Diversity Policy and related policies and procedures may be subject to Helsby High School's disciplinary procedures.

9. Appeals
Staff members retain the right to appeal against an equality or diversity-based decision using Helsby High School's grievance procedure.

10. Key sources of information
10.1 DfE Guidance for what maintained schools must publish online
https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

10.2 Equality Act 2010
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

10.3 DfE Advice for schools regarding the Equality Act 2010
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

10.4 Inspecting Equalities: Briefing for Section 5 inspection
http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies

10.5 The Brown Principles of due regard
https://www.equalityhumanrights.com/en/advice-and-guidance/making-fair-financial-decisions