



THE HOLT SCHOOL

Equalities Policy

2019-2023

Version	DATE	DESCRIPTION
1	November 2019	Complete Re write

Reviewed	November 2019
Responsibility	Mrs A Kennedy
Committee	Full Governing Body
Review Date	November 2020

1. Aims and objectives of this policy:

At The Holt School we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

The protected characteristics, as defined in the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We are committed to promoting equality of opportunity and tackling discrimination in all its forms. We maintain a vigilant, pro-active stance in both responding to concerns and promoting the behaviours and outlook, which would prevent discrimination in the first place.

Legislation and guidance referred to in the development of this policy:

Equality Act 2010 including the Public Sector Equality Duty (PSED)

The Equality Act 2010 and schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

2. Responsibilities:

2.1 Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation
- Setting equality objectives every four years and publishing equality information annually
- Considering equality implications before and at the time that they develop policy and take decisions
- Ensuring that the school follows the Equality Policy and its procedures

2.2 The Co-Headteachers and Leadership Team are responsible for:

- Ensuring that the school Equality Policy and its procedures are followed
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitoring success in achieving the objectives and reporting this back to governors annually
- Taking appropriate action in cases of prejudice or discrimination

2.3 All staff are expected to:

- Welcome and value all members of our school community
- Promote an inclusive and collaborative ethos and establish a positive climate for debate and extending opportunities for discussion.
- Take appropriate action in cases of prejudice or discrimination
- Differentiate where appropriate for identified groups within lessons in line with this policy.

2.4 All students are expected to:

- Welcome and value all members of our school community
- Respect and value linguistic, cultural and religious diversity in our school community
- Acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.

2.5 All parents/carers are expected to:

- Value and treat respectfully all members of our school community.

3. Implementation:

3.1 Participation

All members of the school community are encouraged to participate in the full life of the school.

- For students this includes
 - participation in all aspects of the curriculum on offer,
 - to have access to IT facilities,
 - to take on positions of responsibility
 - to take part in trips and visits.
- For staff this includes
 - being given opportunities for career development through Continuing Professional Development (CPD) and encouragement to seek opportunities for career progression, including promotion.
 - Being given opportunities to accompany students on enrichment trips.

Examples of encouraging participation in action include:

- informing parents how to apply for financial support and ensuring that the application process is straightforward and confidential;
- comparing registers of participants for events (parents evenings, trips, clubs) against lists of students who are disadvantaged, on the SEN register, on the EAL register or who belong to a minority group to ensure that such students are proportionally represented and are not being excluded;
- consulting students and parents, for example through the student council and surveys, to ensure that extra-curricular provision meets their needs;
- providing a range of CPD for staff to ensure opportunities for career progression;
- ensuring that the school's appraisal procedures is of good quality and encourages staff development.

3.2 The Curriculum

- All students should have access to the whole curriculum and be able to take part fully in school life
- We aim to provide a curriculum that is full and challenging, allowing students to gain the knowledge they need for adult life.
- We will ensure our curriculum is non-discriminatory and presents a positive view of the diverse and multicultural society of the school, the local and the wider community.
- We aim to meet the needs of all students by differentiating appropriately.

3.3 Student Achievement

- All examination results are fully analysed and compared with results nationally and in similar schools. Student attainment is also analysed on the basis of ethnicity, disadvantage and SEN.
- If attainment is below that expected for a particular student group, this will be highlighted as a priority for action on the school's Self Evaluation Form (SEF) and in school and departmental improvement plans.

3.4 Staff Recruitment

- We recognise the value of a diverse and inclusive workforce, will work at all times within the requirements of anti-discrimination legislation, and will promote equality positively in all decisions related to staffing.

- Promotion and advancement will be on merit and all decisions will be made within the overall framework and principles of this policy.
- Those involved in making appointments will ensure that in recruitment procedures any advertisements, job descriptions, short listing and interview procedures are without any direct or indirect discrimination, unless there is a specifically exempt area.
- Appropriate training to ensure that those making recruitment and selection decisions do not discriminate in making these decisions.

4. Monitoring, Evaluation and Review

- The Governing Body will review this policy every three years and assess its implementation and effectiveness.
- Analysis of student outcomes and behaviour will be analysed by key groups. This will be used to evaluate the quality of education experienced by different students across the school community and inform future school improvement plans.
- We will record absence, exclusions from school and incidents of bullying, harassment, racism and other harmful actions and report these as required to the governing body.
- On admission to school, every effort is made to collect data regarding students' ethnic group, religion and home language.

5. Equality Objectives 2019- 2023

- To monitor the involvement of students in the extra-curricular life of the school, ensuring that equal access is enabled and that students from all backgrounds and regardless of need are participating.
- To promote non- stereotypical career options
- To ensure the transition arrangements for incoming students in Year 7, Year 12 and in -year from a protected characteristic are reviewed in the planning for transition.
- To monitor engagement in parents evenings and parent information evenings of parents of children with protected characteristics.