



# **Holmer Green Senior School**

## **Equalities and Cohesion Policy**

November 2019

**Holmer Green Senior School**  
**Equalities and Cohesion Policy**

**On 5 April 2011, the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaces the previous race, disability and gender equality duties.**

**The 3 aims of the General duty are:**

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.**
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people**
- 3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.**

**The protected characteristics/groups are:**

- Age (as an employer – but not applicable to pupils)**
- Disability**
- Sex**
- Gender reassignment**
- Race**
- Pregnancy and maternity**
- Religion or belief**
- Sexual orientation**
- Special Educational Needs**

## **Equality Objectives:**

1. To accelerate the progress of boys in all year groups in order to narrow the achievement gap with girls;
2. To accelerate the progress of SEND students;
3. To accelerate the progress of the highest prior attainers in all year groups to enable them to attain the highest grades at the end of key stage 4 and 5;
4. To accelerate the progress of EAL students who are often late or mid-year entrants to the school;
5. To continue to narrow the achievement gap in all year groups between disadvantaged and non-disadvantaged students;
6. To provide a wide range of extra-curricular opportunities and trips to enrich the learning experience of lower prior attaining students and ensure that all students have attended at least one educational visit during their time at HGSS.

## **1. School Mission Statement / Principles**

The philosophy of our school talks of valuing the individuality of all our students. We are committed to giving all our students every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school admissions policy is equally open to students of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

## **2. Responsibility for the Policy**

**The Governing Body** is responsible for ensuring that:

- ☐ The school complies with all equalities legislation relevant to the school community;
- ☐ The school's Equalities and Cohesion policy is maintained and updated regularly;
- ☐ That procedures and strategies related to the policy are implemented;
- ☐ The Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

**The Headteacher and Senior Leadership** are responsible for:

- ☐ Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- ☐ Overseeing the implementation of the Equalities and Cohesion Policy;
- ☐ Co-ordinating the activities related to equality and diversity;
- ☐ Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy

- ▣ Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- ▣ Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief;
- ▣ Supporting parents to become involved in their children's education;
- ▣ Considering and overcoming barriers to parents' involvement (ie. work commitments, non-resident parents, and lone parents).
- ▣ Monitor success in achieving the objectives and report back to governors.
- ▣ Designated member to support headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- ▣ Support headteacher in identifying any staff training needs and delivering training as and when necessary.

**All Staff** are responsible for:

- ▣ Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ▣ Not discriminating on grounds of race, disability, or other equality issues;
- ▣ Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

**All Parents/Carers** are responsible for:

- ▣ Their children's education;
- ▣ Being aware of, and complying with, the Equalities and Cohesion Policy;
- ▣ Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other students, staff and senior management including the Governors;
- ▣ Understanding the ethos of the school and becoming involved in school life (ie. open days, extended services, parents' councils, informal discussions with staff, parent evenings).

**All Students** are responsible for:

- ▣ Being aware of and complying with the Equalities and Cohesion Policy;
- ▣ Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- ▣ Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- ▣ Understanding, valuing and celebrating diversity;
- ▣ Challenging stereotypes, and prejudices.
- ▣ Treating others as their equals.

### **3. Eliminating discrimination, promoting equality & British values & celebrating diversity**

#### **A Learning and Teaching**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ▣ Ensure equality of access for all students and prepare them for life in a diverse society;
- ▣ Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;

- ☐ Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- ☐ Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- ☐ Promote attitudes and values that will challenge discriminatory behaviour;
- ☐ Strengthen individual and collective skills to deal with change across time and space;
- ☐ Provide opportunities for students to identify shared interests among members of different social groups and categories;
- ☐ Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- ☐ Develop students' awareness so that they can detect bias and challenge discrimination;
- ☐ Ensure that the PSHE curriculum cover issues of equality, diversity, human rights and inclusion;
- ☐ Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- ☐ Seek to involve all parents in supporting their child's education;
- ☐ Provide educational visits and extra-curricular activities that reflect all student groupings;
- ☐ Take account of the performance of all students when planning for future learning and setting challenging targets;
- ☐ Make best use of all available resources to support the learning of all groups of students;
- ☐ Increase achievement of all students in English, Maths, Science and ICT across all stages;
- ☐ Reduce direct, indirect and institutional discrimination;
- ☐ Reduce group segregation, disproportion and under/over representation;
- ☐ Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, workers, staff, parents, carers and families;
- ☐ Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;
- ☐ Facilitate balance between leadership and teamwork among students, staff, teachers and governors;
- ☐ Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- ☐ Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

## **B Personal development and pastoral guidance**

- ☐ Pastoral staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students.
- ☐ All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief.
- ☐ Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- ☐ All students/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- ☐ Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community.
- ☐ All students develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

## **C Curriculum**

- ☐ Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- ☐ Students will have opportunities to explore concepts and issues relating to identity and equality.
- ☐ All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles.
- ☐ Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.
- ☐ Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- ☐ Challenge perceptions among majority groups about special treatment of minority groups.
- ☐ Challenge cultural, geographical or generational boundaries of the "community".
- ☐ Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.
- ☐ Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- ☐ Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, workers, staff, parents, carers and families.
- ☐ Facilitate meaningful and continuous interaction between people from all walks of life.
- ☐ Increase awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality.
- ☐ Remove barriers to access, participation, progression, attainment and achievement.
- ☐ Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

## **D Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants.
- ☐ All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
  - ☐ Access to opportunities for professional development is monitored on equality grounds.
  - ☐ Equalities policies and practices are covered in all staff induction
  - ☐ All supply staff are made aware of equalities policies and practices.
  - ☐ Facilitate training for staff, teachers, governors and headteacher on community cohesion.
  - ☐ Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.

## **E Partnerships with parents/carers and communities**

- ☐ All parents/carers are encouraged to participate at all levels in the full life of the school.
- ☐ We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- ☐ Members of the local community regularly join in school activities
- ☐ The school has a role to play in supporting new and settled communities.
- ☐ We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.
- ☐ Establish links with community groups and organisations to increase range of activities and services they can offer.
- ☐ Establish links with community groups and organisations to share good practice and

grassroots knowledge.

- ☐ Increase participation and empowerment of community members on all extended services.
- ☐ Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- ☐ Improve perceptions about efficiency, efficacy and fairness of service provision at local level.
- ☐ Increase sense of responsibility and reciprocity between and within groups and persons.
- ☐ Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.
- ☐ Increase awareness amongst students, parents, carers and families about social services at county, district, parish and neighbourhood level.
- ☐ Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- ☐ Foster positive relationships between and within groups of students, workers, staff, parents, carers and families.
- ☐ Facilitate meaningful and continuous interaction between and within members of different groups.
- ☐ Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

#### **4. Monitoring and Reviewing**

When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

Exclusions

Incidents of racism, disabilism, sexual harassment and all forms of bullying  
Parental involvement

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

#### **5. Impact Assessments and how this policy relates to other school policies**

We ensure that the commitments embodied in our mission statement for equality apply

to the full range of our policies and practices, especially those concerned with:

Teaching and Learning

Behaviour for Learning

Induction

Admissions and attendance

Staff recruitment and training

Governor Code of Conduct

SMSC and Britishness

Educational Visits –Equality Impact Assessment to be included with all trip request forms

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Reviewed by the Governing Body on ?

Review Date: November 2021