

Aim Action Outcome

1. Introduction

This Equality Policy amalgamates all of the equalities legislation into an overarching single equality policy for Neston High School. The policy outlines the commitment of the staff and Trustees to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Neston High School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, socio-economic circumstances, age or any other of the protected characteristics (Equalities Act 2010). Protection against discrimination includes students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

2. Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

Having "due regard" has been defined in case law and means giving relevant and proportionate consideration to the duty. For schools this means:

- Decision makers in school must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics.
- School should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

3. Equality Objectives

The Equality Act of 2010 stipulates that 'schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their students and the school community'. Objectives need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different students. A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.

At Neston High School the equalities objectives will be directly linked to the development work on the 'narrowing the gap' agenda'.

4. Publication of Information

The school will set up an equalities page on their website where the school will publish its objectives, action taken to address the priorities and other equality information.

5. Policy Commitments

5.1 Promoting Equality: Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

5.2 Promoting Equality: Achievement

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.
- All students are actively encouraged to engage fully students in their own learning.

5.3 Promoting Equality: The ethos and culture of the school

The school aims to demonstrate mutual respect between all members of the school community;

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- Students are expected to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all students through planning of assemblies, classroom based and off-site activities;
- Students' views are actively encouraged and respected. Students are given an effective voice for example, through advocacy, the School Council, student perception surveys and there are regular opportunities to engage with students about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of students feel welcomed and included.

5.4 Promoting Equality: Staff Recruitment and Professional Development

The school aims to adhere to protocols to ensure equality during Staff Recruitment and Professional Development opportunities.

- 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 avoid discrimination to ensure equality of opportunity.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff induction;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

5.5 Promoting Equality: Countering and Challenging Harassment and Bullying

The school aims to embed equality through challenging all claims of harassment and bullying.

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, students, parents and Trustees;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Trustees, parents on an annual basis the number of prejudice related incidents recorded in the school.

5.6 Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Neston High School aims to work in partnership with parents/carers. We will:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through regular consultation and evaluation of activities to ensure parents' views are captured to inform practice. (Undertaken through regular parent surveys)
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of in year transfers e.g. EAL, Gypsy, Roma and Traveller or students with disabilities are made to feel welcome.

6. Gender

6.1 Gender Equality Duty.

In compliance with the General Duty, Neston High School aims to have consistent due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage. We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls.

We will make appropriate adjustments if this is found to be the case with any of our policies and practices. In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

We take steps to counteract the effects of any past discrimination in staff recruitment.

Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

6.2 The Specific Duties

We aim to develop our understanding of the major gender equality issues in our school's functions and services.

We welcome the responsibility to think and act more strategically about gender equality. In order to do this we:

- Collect and analyse school data and other gender equality relevant information
- Consult all staff, students, parents and relevant local communities.
- Review all our school policies and practices to assess the ways in which they might impact on gender equality.
- Ensure Trustees, staff, students, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality.
- Assess and address the causes of any gender pay gap

7. Race Equality

7.1 The Race Relations Amendment Act 2000.

We aim to ensure that the education we offer fosters positive attitudes to all people. This policy has been written to meet Neston High School's statutory duty under the Race Relations Amendment Act 2000. The strength of Neston High School lies in its diversity. We are committed to giving all our students every opportunity to be successful, creative and happy learners. The general duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

7.2 The specific duty requires us to:

- Have a written statement on racial equality which is incorporated within the Equalities policy (See 7.1)
- Assess the impact of our policies, including this policy, on students, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these students
- Monitor the operation of our policies through the impact they have on our stakeholders with particular reference to their impact on the attainment levels of such students.

7.3 Racist Incidents

We aim to raise awareness that all members of staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Development Plan or School Improvement Plan. Members of the Board of Trustees will also identify their own training needs in relation to racial equality.

Any incident of racial harassment is unacceptable at Neston High School. Incidents could take the form of physical assault, verbal abuse, damage to a student's property or lack of cooperation in a lesson, due to the ethnicity of a student.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident immediately and comfort the student who is the victim
- Reprimand the aggressor and inform the victim what action has been taken
- If the incident is witnessed by other students, tell them why it is wrong
- Report the incident on an incident form and pass to a Senior member of Staff and inform him/her of the action taken
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened
- Inform both sets of parents, if appropriate.
- All racist incidents are recorded and reported to the Board of Trustees by the Head teacher.

7.4 Curriculum, Teaching and Assessment

The diversity of our student population is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity.

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 a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge racist behaviour
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- 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 targets
- Make best use of all available resources to support the learning of all groups of students.
- Extra curricula activities are open to all students who self-select by aptitude, ability and personal preference.

7.5 Attitudes and Environment

At Neston High school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which students and staff feel valued and secure
- Building self-esteem and confidence in our students, so that they can then use these qualities to influence their own relationships with others
- Having consistent expectations of students and their learning
- Removing or minimising barriers to learning, so that all students can achieve
- Ensuring that our teaching takes into account the learning needs of all students through our schemes of work and lesson planning
- Actively tackling racial discrimination and promoting racial equality through our School Prospectus, Headteachers Reports, newsletters to parents and displays of work
- Making clear to our students what constitutes aggressive and racist behaviour
- Identifying clear procedures for dealing quickly with incidents of racist behaviour
- Making students and staff confident to challenge aggressive and racist behaviour

7.6 Monitoring & Evaluation

Student progress is constantly monitored and we use this information to track students' progress as they move through the school. As part of this process, we monitor the performance of different racial groups, to ensure that all groups of students are making the best possible progress.

8. Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Board of Trustees has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;

- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (within the School Improvement Plan, the school's Strategic Plan, or other documents);
- The actions, procedures and strategies related to the policy are implemented;

The Head Teacher and Senior Leadership team has responsibility for:

- In partnership with the Board of Trustees, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact through our Equality Impact Assessment procedures;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Recording racist incidents and emailing the incident to the Deputy Head teacher.

9. Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents and carers from the different groups that make up our school. We have an established Equalities Impact Assessment Protocol. The outcomes of these will be communicated with staff, parents, carers and Trustees by the Head Teacher.

10. Monitoring and Evaluation

Student progress is constantly monitored and we use this information to track students' progress as they move through the school. As part of this process, we monitor the performance of different 'protected characteristic' groups, to ensure that all groups of students are making the best possible progress.

Name of Lead Staff Member	RHU/KCS
Date of Review	24.04.18
Equality Impact Assessments	2018
Date of next planned review	2019
Chair's Signature	