

Bedlingtonshire Community High School Equality and Diversity



Overview

This policy includes

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The schools vision states that

At Bedlingtonshire Community High School we ask that the students

- Endeavour in their efforts to achieve their full potential.
- Be respectful to all staff and other students.
- Be happy in everything they do.

The school believes that if the school's students do these three things they will succeed not only at school but also in their future lives when they leave the school. The school also believes that by teaching the students these three core values the school are preparing them to be better members of society and this is something which is often commented upon when the students visit public places on school excursions

Equality and Diversity Legislation

The school recognises and welcomes the responsibilities in respect of equality and diversity in accordance with the following legislation:

- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- Civil Partnerships Act 2004
- Racial & Religious Hatred Act 2006
- The Part Time Workers Regulations 2000
- Gender Recognition Act 2004

Guiding principles of Equality and Diversity

The schools policy and practice is guided by four key principles.

- All individuals are of equal value
- The school recognises and respect diversity
- The school foster positive attitudes and relationships, and a shared sense of cohesion, belonging and ownership
- The school aims to reduce and remove inequalities and barriers that already exist

This policy aims to integrate equality into the school's core priorities and functions. It will inform our School Improvement Plan and this will enable the school to:

- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of the schools effectiveness in our self-evaluation form for future Ofsted inspections
- Place the school in a position, which is regarding by everyone as an environment that affords respect and fair treatment of all.

This scheme/policy aims to bring together equality strands in one document and set out the schools commitment to promotion of race, disability and gender equality as well as incorporating legislation on age, sexual orientation, religion and belief and transgender. This policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

What does the school mean by Equality and Diversity?

Equality ensures that there is a fair society in which everyone can participate and is given the opportunity to achieve. Equality is also about eliminating discrimination and promoting fair and equal treatment for all. This means that employment opportunities and educational inclusion should be free from irrelevant barriers and accessible to all. Equality is about;

- Widening life chances, not restricting them
- Fostering talents, not suppressing them
- Ensuring no child or adult is disadvantaged or discriminated against

Diversity is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of the school.

The school aims to ensure that no one receives less favourable treatment for reasons relating to: -

- Race, colour, nationality or ethnic origin
- Gender and transgender identity
- Disability
- Health
- Sexual Orientation
- Religion and Belief
- Age
- Family circumstances or caring responsibilities.

- Pregnancy or maternity (NB The Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it will be unlawful – as well as against education policy – for a school to treat a pupil unfavourably because she is pregnant or a new mother)
- Income, employment status or housing circumstances
- Trade Union Activity or Political Belief
- Social Class

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to the schools:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

Profile of the School

- This school is situated in the Bedlington area of Northumberland which has a higher than average rate of unemployment.
- The area of Northumberland has a higher number of people accessing benefits than nationally.
- Number of pupils eligible for FSM is increasing and currently stands at 24%. This could be higher as some parents do not access this despite being eligible.
- The % of pupils with SEND is 9.7% and the large majority are children working at a monitoring level with a small minority having statements.
- Analysis of the pupil cohorts places around 64 children as having child protection concerns ongoing.
- The very large majority of staff, pupils and parents are white British however the school has a small proportion of students of a different ethnic background with an even smaller percentage arriving to the school speaking very little or no English.
- Attainment on entry to year 7 is lower than average with some children coming to the school working well below the level typically expected.
- The school is very aware that there are some entrenched, discriminatory behaviours in the local community, particularly relating to ethnicity, sexuality, and religion/belief. One of the biggest challenges the school faces is compensating for, and overcoming, some of the messages children can receive in the local community and the school takes every

opportunity to share strong messages with the schools parents/carers about our expectations and our work in this area.

Roles and Responsibilities

The schools governors are responsible for;

- Ensuring that the school complies with all equality legislation.
- Approving and adopting the schools single equality scheme
- Receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved

The Leadership Team of the school will be responsible for;

- Ensuring that all staff fulfill their role with regard to delivering equality
- Taking appropriate action where discrimination occurs
- Operate an equal opportunities policy in relation to the recruitment, selection and promotion of staff
- Enable staff to have equal access to personal and professional development courses.
- Ensure that individuals who have made a complaint or have been involved in a complaint of harassment or discrimination are not victimised against.

Parents/Carers will;

- Have access to, and be encouraged to support the policy
- Have the right to be informed of any incident related to this policy which could directly affect their child

Staff will;

- Comply with and promote the Equality & Diversity Policy
- Be aware of their behaviour and its impact on others
- Report suspected discriminatory actions or harassment
- Maximise the development of each child and young person and ensure access to all aspects of the curriculum
- Seek guidance on matters of equality and best practice when unsure of the appropriate course of action.

Pupils are responsible for;

- Helping to eliminate any discrimination by showing respect to all
- Demonstrating positive behaviour for learning creating a positive learning environment

Visitors to the school will be expected to respect and follow the schools equality policy.

Curriculum Provision

There are many opportunities across the school curriculum to address issues relating to equality and diversity. These arise through:

- Assembly themes
- PSHE curriculum
- RE curriculum
- Science curriculum
- Geography curriculum
- History curriculum
- English curriculum
- MFL curriculum
- Literacy police SMSC tasks
- Learning mentor work

The school attempts to exploit every opportunity to reinforce the schools policy message of equality and diversity with sensitivity, encouraging children to openly explore their understanding through questioning and discussion.

Monitoring and Reviewing

The school will collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

- The school collects, analyses and use data relating to attendance, behaviour, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender.
- Prejudice related incidents are monitored by the governing body on a termly basis and reported to the Local Authority on an annual basis.
- Pupil perceptions are evaluated through group interviews as part of the school's routine monitoring and evaluation.
- Parent perceptions are evaluated during regular engagement with parents in school, be it through parents evenings, coffee mornings or parent focus groups as well as questionnaires on a whole school basis.
- Recruitment information is monitored to ensure that the school does not discriminate in any way in the schools selection of staff.

The schools self-evaluation is recorded in the SEF.

Issues and Concerns

Where any member of the school community identifies issues in relation to Equality and Diversity, these should be raised, in the first instance, with the Head Teacher. Where these issues are not resolved satisfactorily, concerns should be raised, in writing, to the Chair of the Governing Body.

This policy is reviewed every two years by the governing body.

Revision Record of Final Versions			
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