

Enfield Grammar School

Founded 1558



An Academy Trust

(Company No. 07697044)

Equality, Diversity & Inclusion Policy

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Governors' Committee	Full Governing Body

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Introduction

Enfield Grammar School, which was founded in 1558, is an 11 to 18 year old boy's school, situated on two sites in the middle of Enfield Town centre. The School is essentially comprehensive in its intake, although 18 boys are admitted each year because of their abilities in music and sport.

Pupils come from across the borough; the number of pupils from minority ethnic backgrounds is over double the national average, as is the number of pupils with learning difficulties and/or disabilities. Pupils come from a wide variety of ethnic and socio-economic backgrounds reflecting the local community; 26.75% of pupils have English as an additional language (EAL) and 9.52% are on free school meals (FSM) (data correct as at March 2018).

The number on roll has remained reasonably steady at around 1100.

The major aims of Enfield Grammar School are, in partnership with parents, the fullest realisation of individual potential and the development of a set of personal values based on honesty, trust, tolerance, understanding and respect for others, so that every student becomes an active and responsible member of society. The School will provide its pupils with a breadth of opportunities according to interest need and aptitude. Each boy will be encouraged to pursue his studies to the highest standard, which he can attain, and to continue his formal education beyond the age of sixteen. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes, and well-being of all our pupils matter. Our Equality, Diversity and Inclusion Policy (EDI) helps to ensure that this school promotes the individuality of all our pupils and the personal and professional development of all our staff, irrespective of their protected characteristics.

This policy, which is inextricably linked to our School Development Plan, explains how we ensure equality for our pupils and employees. Its purpose is to ensure the school operates with sensitivity to different protected characteristics outlined in the Equality Act 2010 ("the Act").

This is a live document that will be reviewed and updated in light of any new developments and legislations, and to reflect our growing understanding of existing and emerging issues. As an evolving document this policy will be formally reviewed annually and the three-year Action Plan updated accordingly.

Legislative Context

The Equality Act 2010

The Equality Act 2010 ('the Act') consolidates and replaces most of the previous discrimination legislation for England, Scotland and Wales by providing a single legal framework that aims to be more effective at tackling disadvantage and discrimination. As the Act harmonises the previous equality legislation much of what is required of schools is already being carried out by them.

The Act prohibits schools from discriminating against, harassing or victimising employees, prospective pupils, pupils at the school and in some limited circumstances, former employees and pupils, because of a 'protected characteristic'.

Schools also have a duty to make reasonable adjustments for employees and pupils with disabilities.

The protected characteristics covered by the Equality Act 2010 are:

- age*
- disability
- gender reassignment
- marriage and civil partnership*
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

*Where schools are concerned age and being married or in a civil partnership are **NOT** protected characteristics in relation to pupils. Please refer to Appendix 1 for a brief summary of each characteristic.

For single sex schools, like Enfield Grammar, there are exceptions which enable them to restrict admissions to pupils of one sex.

The Public Sector Equality Duty

The Public Sector Equality Duty (the 'general duty') applies to public bodies and others carrying out public functions.

As public bodies, schools are also covered by the general duty which means that they must have 'due regard' to all three requirements of the duty which are listed below. We have given each a number so that we can show in our action plan which actions relate to which requirement.

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it; and
3. foster good relations between persons who share a relevant protected characteristic and those who do not share it.

Specific Duties

The general duty is underpinned by specific duties, to help public bodies meet the requirements of the general duty in a transparent and accountable way. The specific duties apply to all of the protected characteristics, and require public bodies to publish in a way that is easily accessible and understood by members of the general public:

- relevant and proportionate information demonstrating their compliance with the general duty at least every year, and;
- specific and measurable equality objectives at least every four years.

What do the specific duties require?

The specific duties require public bodies to:

- publish information to show their compliance with the general duty, at least annually; and
- set and publish at least one equality objective, at least every four years.

Publishing information showing compliance with the Equality Duty

Schools must publish information to show how they are addressing each of the three aims of the general duty.

The information published must include:

- information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- information relating to people who are affected by the public body's policies and practices who share protected characteristics (for example, pupils).

All information must be published in a way which makes it easy for people to access it.

Human Rights

Human Rights and equality are inextricably linked, deriving as they do from the same fundamental principles: equal respect for the dignity of every person. A human rights approach treats the individual as a whole person and seeks to address their requirements holistically. At the heart of human rights is the belief in the underlying core values of fairness, respect, equality, dignity and autonomy (FREDA principles).

The Human Rights Act 1998 identifies 15 rights, which are protected under the Act. These can be summarised as follows:

- being treated fairly and with dignity;
- taking part in the community;
- living the life you choose; and
- being safe and protected from harm.

Information on our pupils

The Number on Roll (NoR) has remained reasonably stable and is currently 1103 (as at March 2018).

Pupil Profile by Ethnicity

Ethnic Group (as at March 2018)	Total	% of total
White British	322	29.2
Any other white background	170	15.4
Black - African	154	14.0
Black Caribbean	72	6.5
Bangladeshi	65	5.9
Any other Asian background	56	5.1
Any other ethnic group	56	5.1
Any other mixed background	44	4.0
Refused	35	3.2
White and Black Caribbean	30	2.7
Indian	21	1.9
White and Asian	19	1.7
Pakistani	18	1.6
White and Black African	15	1.4
Any other Black background	12	1.1
Chinese	5	0.5
White Irish	5	0.5
Information Not Yet Obtained	3	0.3

SEN

Pupil Special Educational Needs (SEN) Provision (as at March 2018)	
	Percentage (%) of school population
No Special Education Need	88.4%
SEN Support	11.6%

EAL

Pupil with English as an additional language (EAL) (as at March 2018)	
	Percentage (%) of school population
Pupils who speak English as an additional language	26.75%
Pupils who are at an early stage of English language acquisition (stages A-D)	1%

Pupils with disabilities

	Percentage (%) of school population
Pupils with disabilities (as at March 2018)	
Pupils with a disability (both physical disabilities and diagnosed mental illnesses)	1%

Religion and Belief

As a multi-faith school, we present all religions as having equal value and do not seek to promote one religion as more or less valid as the others. However, as a multi-faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.

Our Staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either

victims or perpetrators.

Equality, Diversity & Inclusion Principles

In order to ensure that our school operates within a modern equal opportunities environment free from all forms of discrimination we affirm the following statement of principles:

- (i) treat all those within the school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- (ii) create a school ethos which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- (iii) encourage everyone within our school community to gain a positive self-image and high self-esteem;
- (iv) have high expectations of everyone involved with the whole school;
- (v) promote mutual respect and face equality and diversity issues openly;
- (vi) all staff and governors receive up to date Child Protection training and are aware of their 'Prevent duties'
- (vii) strive to identify and remove any procedures which are found to be discriminatory and replace them with practices which are fair to all;
- (vii) opportunities for employment, training and promotion are equally open to candidates from all groups; and
- (viii) selection for employment, promotion, transfer and training, and access to benefits, facilities and services, will be fair and equitable, and based solely on merit.
- (ix) provide an accessible environment for all pupils, staff, parents and visitors within the physical constraints of our Grade 2 listed buildings.
- (x) monitor and review all of the above to seek continuous improvement.

Our Approach (to achieving our EDI principles)

The spirit of our policy is therefore intended to promote all forms of equality and human rights relevant and appropriate to the work of our school as the principles of equality and fair treatment for all are to be the basis for every aspect of the School's ethos. In addition, we recognise the richness of the diversity that exists within the School and the local community and our aim is to build on our equality objectives by focusing on how individuals' differences and their strengths can be harnessed for the benefit of the School.

This policy will be considered, when developing any new or revised policies to enable our school to meet its statutory obligations under the Act and to communicate our commitment to tackling all forms of discrimination and inequality by setting out how it will use available resources to promote equality of opportunity and to prevent all forms of unlawful or unfair discrimination, harassment, and victimisation.

Its purpose is to ensure that our school operates with sensitivity to the needs of the different protected characteristics in the Act.

As such, within the context of our school, equal opportunities should be evident in all our functions, practices and policies. These include:

- those we employ;
- our admissions arrangements;
- our formal curriculum (the programme of lessons);
- our informal curriculum (extra-curricular activities);
- our 'hidden' curriculum (the ethos of the School, the quality of personal relationships, etc);
- the physical environment of the school; and
- access to information.

Commitment to inclusion

Enfield Grammar School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our pupils. We make this a reality through the attention we pay to the different groups of pupils within our school:

- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils with special educational needs;
- pupils with physical disabilities;
- pupils with high learning potential;
- pupils who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The National Curriculum is our starting point for planning a broad and balanced

curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- setting suitable learning challenges and targets for learning;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of pupils (this includes speech and language therapy and programmes to develop gross and fine motor skills).

Community Cohesion

While the explicit duty on Ofsted to report on schools' contribution to community cohesion has been removed, community cohesion will remain within the scope of inspection.

Enfield Grammar School recognises the importance of promoting community cohesion and we will continue to build on best practice, so that all pupils understand and appreciate others from different backgrounds with a sense of shared values, fulfilling their potential and feeling part of a community, at a local, national and international level.

Key Areas in Promoting the Public Sector Equality Duty

Our Equality, Diversity and Inclusion Policy will be guided by the following seven key areas, which cover the work we do and encompass the legislative requirements of the Act. Our action plan outlines the activities and outcomes that we will aim to achieve in respect of our general and specific duties.

1. The ethos of the School

- This policy reflects the ethos of the School and is linked to all the School's policies.
- Steps are taken to ensure that everyone associated with the School is kept informed about this Equality, Diversity and Inclusion Policy and abides by it.
- All policies and procedures are reviewed in a timely manner for their effectiveness and updated when appropriate.
- All reasonable and practical steps are taken to ensure that we do not discriminate against any prospective pupils, pupils at the school, former pupils or parents in relation to admissions, exclusions and provision of education and associated services.

2. Pupil's achievement and progress

- Pupil's attainment and progress in individual subjects is monitored by their protected characteristics, and other backgrounds.
- The School develops strategies for tackling differences in the attainment and progress of the protected characteristics, and other backgrounds.
- The School values the achievements and progress of pupils from all backgrounds.
- All pupils have equal access to extra-curricular activities.
- Pupils are offered the support and guidance they need.
- Staff challenge all forms of stereotyping and discrimination and promote equality in education, employment, training and career advice.
- Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.

3. Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum, which aspires to reflect the diverse nature of our society.
- Equality and diversity are promoted and any forms of inappropriate behaviour and discrimination are challenged.
- Curriculum planning takes account of the protected characteristics, background, accessibility, and language needs of all pupils.
- This school shall make every reasonable adjustment to ensure that pupils are able to access all areas of school life.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The School monitors and evaluates its effectiveness in providing an appropriate curriculum.
- The allocation of pupils to teaching and optional subjects is fair and equitable to pupils from all groups.
- Assessment outcomes are used to: identify the specific needs of all pupils; inform planning, policy development and the allocation of resources.
- Teaching methods and styles encourage positive attitudes to all groups.
- The School takes active steps to ensure that resources in all areas of the curriculum are inclusive.

4. Pupils who have English as an Additional language (EAL)

- The School recognises and values bilingualism.
- The language and learning needs of pupils are identified and appropriate support provided.

5. Pupils with disabilities

We are committed to providing a safe and accessible environment and improving access to education and educational attainment for pupils with disabilities. As such, our Accessibility Plan set out how the school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on our website at <http://www.enfieldgrammar.com/about-us/policies/>

6. Parents, governors and community partnerships

- Parents are welcome and respected in school.
- People from all communities and groups are able to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The School seeks to support all governors in performing their roles, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- Steps are taken to involve parents from all communities and groups, in the life of the School.
- When appropriate, the School will enable community groups to use its facilities for after school activities and holiday schemes.

7. Monitoring and reviewing this policy

The School will monitor the impact of this policy on pupils, parents, and staff from different groups. In particular, the School will monitor the impact of all relevant policies on the attainment levels of all pupils.

To monitor pupil's attainment, the School will continue to collect information about their performance and progress, by protected characteristics, analyse it and use it

to examine trends and take remedial action.

The School will also continue to monitor other areas that could have an adverse impact on pupils' attainment such as:

- Rewards and sanctions (including exclusions)
- Racism, harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Membership of the Governing Body
- Parental involvement in the life of the school
- Working with the community

The School will also monitor regularly the effects of selection decisions and employment practices and procedures in order to assess whether equality of opportunity is being achieved in accordance with this policy.

Records will be kept by protected characteristics in relation to staff in post, recruitment, promotion, training and development opportunities, grievances, disciplinary action, and leavers. If any disparity is found which cannot be justified we will take the appropriate remedial action.

Monitoring and progress reports will be presented for scrutiny and discussion by the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to the Governing Body.

8. Bullying & Harassment

The School is committed to creating an environment where its employees and pupils are free from bullying and harassment. The School recognises that all its employees and pupils have the right to be treated with the respect and dignity they deserve and will treat as serious any complaints it receives from employees and pupils who feel they are being bullied or harassed.

Because of the nature of the offence, the grievance procedure may not provide an effective means of dealing with all cases. As such, our bullying and harassment policy provides for the investigation of such complaints in addition to, or as an alternative, to grievance procedure.

Teacher Recruitment & Selection

Enfield Grammar School aims to offer equality of opportunity through its recruitment policy by enabling fair access to all opportunities to the widest possible group of applicants. In recruitment to any post, the School will consider career development opportunities for existing staff, the need for employee re-deployment, employment protection and operational needs.

The School aims to use a wide range of advertising opportunities including national, local and specialist press to provide maximum access to our vacancies. Where possible and appropriate, we will also target advertising for underrepresented groups.

The School will make all reasonable adjustments to accommodate employees with disabilities.

Staff Development

The School aims to produce a well-trained, motivated, and forward-looking staff capable of enhancing the breadth and quality of our pupils' learning experience, inside and outside the classroom, in the context of a changing world.

Capability Procedure

The capability procedure provides a framework for dealing with cases where staff fail to achieve the performance standards expected of them. The procedure applies to all teaching in relation to performance issues.

It aims to manage weaknesses in performance by early identification of problems through performance review and by ensuring that, as far as possible, all staff are able to fulfil their responsibilities in line with the aims and objectives of the School.

Grievance Procedure

The School's grievance procedure aims to ensure all its employees are treated fairly and that there is a transparent process in place, which allows them to raise complaints in confidence and deals with their issues seriously, promptly, and without bias. An appeals process is included in the grievance policy.

Disciplinary

The School expects all its employees to carry out their duties to the best of their abilities while ensuring compliance with all our standards of conduct to ensure a consistency of behaviour and treatment across the School.

Employees who wilfully partake in conduct, which is in breach of the School's standards, may be subject to a disciplinary investigation. An appeals process is included in the disciplinary procedure.

Complaints Procedure

If anyone in the School feels that this policy is not being followed or has any concerns that cannot be resolved informally, s/he should raise the matter through the School's complaint procedure.

Roles and responsibilities

All staff are responsible for upholding and promoting the School Aims, for promoting

equality and raising the achievements of all our pupils.

Overall responsibility for implementing our action plan rests with the governing body, who work closely with the Headteacher and Senior Leadership Team (SLT).

A member of the governing body is our diversity champion and provides advice, support and guidance on all equality and diversity issues.

Governors

The Governing Body is responsible for ensuring that the school complies with this policy and will review it annually.

Headteacher

The Head will demonstrate, through personal leadership, the importance of this policy ensuring that all staff are aware of it and understand their roles and responsibilities in relation to it. The SLT will monitor the impact of this policy on a daily basis.

Subject Leaders

Subject Leaders are responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is being promoted.

Teachers and Support Staff

All staff will be trained or briefed on the contents of this policy and know their responsibilities with regard to its implementation.

Pupils

Pupils will be made aware of this policy and how it applies to them. They will learn to treat each other with respect and dignity and report any behaviour, which is contrary to the spirit of this document under the Schools' Behaviour Policy.

Communicating this policy

The School will communicate its Equality, Diversity and Inclusion Policy to staff, pupils, and parents through training, briefing sessions, and on the Schools' website.

All external contractors selected to provide services on behalf of the School will be made aware of this policy and their obligation to ensure the service they provide is in line with this document.

Our Action Plan

The actions set out in our plan relate to what we do as school and the areas of equality that we cover in relation to our legal obligations under the Act.

To make it clear how each of the actions in our plan is linked to one or more parts of the equality duties, we have numbered each part of each equality duty. Against each action in the plan, there is a column showing which part of the general duties it related to.

Protected Characteristics

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability

Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

The Act puts a duty on you as an employer to make reasonable adjustments for their employees and pupils to help them overcome disadvantage resulting from an impairment (e.g. by providing assistive technologies to help visually impaired staff use computers effectively).

The Act includes a new protection from discrimination arising from disability. This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (e.g. a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

Additionally, indirect discrimination now covers disabled people. This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful.

The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so

a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and civil partnership

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

The employer must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Race

The Act outlaws discrimination on the grounds of race, colour, nationality, (including citizenship) ethnic origin (groups with a long shared history and culture including Jews Sikhs, Romany gypsies) or national origins.

Religion or belief

In the Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief.

Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Sex

The Act outlaws discrimination against both men and women.

Sexual orientation

The Act makes it unlawful to discriminate, either directly or indirectly, against bisexual, gay, heterosexual and lesbian people.