



Haslingden High School and Sixth Form

Single Equalities Policy & Action Plan

Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Haslingden High School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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 Haslingden High School, equality is a key principle for treating all people fairly and creating a society which puts 'Achievement for All' at its heart, irrespective of a child's gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Ofsted, in their inspection in December 2013 stated that: *"Students feel very safe and the school's promotion of spiritual, moral, social and cultural development is outstanding. This school is a harmonious community with strong relationships between students and staff"*.

School In Context

Haslingden High School is a mixed comprehensive school with almost 1600 students and approximately 200 staff. There are approximately equal numbers of boys and girls. The school is predominantly white British, with Asian heritage students representing 14% of the cohort. The school is fully inclusive and includes SEN, Children Looked After and disadvantaged students and is also wheelchair accessible.

Our school is representative of the local area with deprivation being ranked in the top third nationally. Manufacturing jobs represent a larger proportion locally.

Ethos and Atmosphere

At Haslingden High School respect remains a central theme and forms the basis of the 'Eight Expectations' all students are expected to uphold. Traditional values underpin our approach and great emphasis is placed on our pastoral care, in particular our standards of behaviour. Staff are approachable and there is a caring and open atmosphere which welcomes everyone to the school. Our students are expected to behave in an appropriate manner, both inside and outside of the classroom and are encouraged to be ambassadors within the wider community.

Anti-bullying remains a focus of the school and students are encouraged to inform staff, either in person or through our anonymous reporting system, if they feel they are being bullied or discriminated against in any way.

Provision is made to cater for the spiritual needs of all our students, through planning of thought provoking assemblies, PSHEE activities and through extra curricular activities, including extensive opportunities for national and international educational visits.

Policy Development

This policy applies to the whole school community. It has been drawn up in consultation with our staff.

An audit was conducted of our 'general duties' looking at what currently takes place and what we could offer in the future.

Monitoring and Review

Haslingden High School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum, teaching and school culture to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse a range of equality information for our pupils/students:

We make regular assessments of pupils' learning and use this information to track pupils' 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 pupils are making the best possible progress. We use this information to adjust future teaching, learning and the school improvement plan as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements. Haslingden High School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

1. The gap in outcomes at A*-A between girls and boys in English
2. The gap in outcomes for our disadvantaged students in Maths
3. How we analyse data in school with regard to equality (specifically gender, disability, ethnicity and disadvantaged students)

Due regard is given to the promotion of equality in the Self Evaluation Form (SEF) and the School Improvement Plan (SIP). The person responsible for the monitoring and evaluation of the policy and action plan is Russell Clarke, Deputy Headteacher – Care, Guidance and Support. Their role is to:

- Lead discussions, organise training and update the relevant staff in meetings
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Ofsted recognized SMSC as a strength of the school and this is due to the extensive efforts and opportunities in all aspects of school life.

Teaching and Learning

We strive for 'Achievement for All' . To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping and promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behavior and provide opportunities for pupils to appreciate their own culture and religions as well as celebrating the diversity of other cultures
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter

- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make the best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher planning and delivery is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered schemes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Haslingden High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity

- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Haslingden High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community in terms of language
- We recognise that it is important that all members of the school community use appropriate language which:
 - Does not transmit or confirm stereotypes
 - Does not offend
 - Creates and enhances positive images of particular groups identified at the beginning of this document
 - Creates the conditions for all people to develop their self esteem
 - Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
 - Extended Learning Opportunities - It is the aim of this school to provide equal access to all activities. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

Provision for Bi-lingual Pupils

We undertake at Haslingden High School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners Bilingual pupils are encouraged to use their first language effectively for learning.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as

Gypsy, Roma and Traveller, refugee and asylum seeker pupils

- All pupils 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, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support and guidance, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality.
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to

involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Haslingden High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This policy and subsequent action plan are available on the school website and available to all members of school and the wider community.

Annual Review of Progress

We are legally required to report annually on the school's progress and performance in respect of the policy covering ethnicity, disability and gender and to report annually on the progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

Equality Impact Analysis

We will undertake an equality impact analysis (EIAs) to predict and assess what the implications of this policy, function or strategy will have on a wide range of people.

This is to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Haslingden High School Objectives 2016-17

1. Closing the gap in A*-A grades in English between girls and boys
2. Closing the gap in outcomes for our disadvantaged students in Maths
3. When collecting data in future ensure it is always analysed in respect of ethnicity, gender, disability and disadvantaged.