



Haslingden High School and Sixth Form

Equality Policy

1. Introduction

This policy outlines the commitment of the governors, staff and students of the school to eliminating all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations.

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 students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

This policy applies to the whole school community including governors, staff, students, parents and other stakeholders. This policy will be reviewed and updated by the governing body as part of its regular cycle. Our equality objectives and associated actions will be drawn up as a result of the outcomes of a transparent process and through consultation, where appropriate.

2. The 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.

3. Statement of principles

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 this school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious or other beliefs, sexual orientation, age or any other recognised area of discrimination. At Haslingden High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability, faith or religion or socio-economic background. Exclusions will always be

based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

We are 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 aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. The achievement of students will be monitored – where appropriate – in light of the protected characteristics outlined in the Equality Act 2010. We will use the analysis of this data to support students, raise standards and ensure inclusive teaching.

We will endeavour to ensure that when buying services from another organisation, they will help us provide high quality education, and that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

4. Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection from discrimination as: -

- Age (relevant in considering our duties as an employer, but not in relation to students)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. The combined equality duty has 3 main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties, which will help us to fulfil our obligations under the general duty require us to:

- Raise awareness
- Publish information to demonstrate how we are complying with the Public Sector

- Equality Duty, and
- Prepare and publish equality objectives.

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused. These objectives will be set out in an action plan aligned to the school improvement plan.

5. Roles and Responsibilities

The governing body will ensure that the school complies with statutory requirements in respect of this policy.

- The Deputy Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and will ensure that all stakeholders are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All 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.

6. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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.

Note:

There are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender, for example, PE.

7. Publishing the policy

In order to meet statutory requirements we will publish our policy on the school website.

8. Measuring the impact of the policy

This policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. This policy will be evaluated for its impact on students, staff, parents and carers from the different groups that make up our school through-

- Feedback from the parent questionnaires and parents' evenings.
- Input from staff meetings and INSET.
- Feedback from the student voice activities, school council, PSHE, RE and Citizenship lessons.
- Issues raised in annual reviews, reviews of progress on Support Plans and termly review of Personal Education Plans for Looked After Children
- Feedback at Governing Body meetings.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

In line with legislative requirements, we will review our published equalities information and evaluate the impact of actions taken against our published objectives annually.

Specific targets for 2018-2019

1. To raise the attendance of our disadvantaged students and reduce the gap between them and 'other' students

	2016-2017			2017-2018		
	Other	Disadvantaged	Gap	Other	Disadvantaged	Gap
Attendance	96.7	94.5	-2.2	96.2	93.1	-3.1

	2016-2017			2017-2018		
	Other	Disadvantaged	Gap	Other	Disadvantaged	Gap
PA	4.3	10.7	-6.4	7.2	16.6	-9.4

2. To close the gap between other and disadvantaged students in mathematics

	2016-2017			2017-2018		
	School: Disadvantaged	School: Other	Gap	School: Disadvantaged	School: Other	Gap
Maths Prog. 8	-0.46	-0.03	-0.43	-0.47	0.01	-0.48

3. To further close the gap between other and disadvantaged students

	2016-2017			2017-2018		
	School: Disadvantaged	School: Other	Gap	School: Disadvantaged	School: Other	Gap
Progress 8	-0.70	-0.03	-0.77	-0.43	0.11	-0.54

Review of Equality targets – 2017-2018

1. To reduce the gap in outcomes at A*-A between girls and boys in English

2017	F	M	Gap
Lang	31%	9%	22%
Lit	35%	12%	23%

2018	F	M	Gap
Lang	26%	18%	8%
Lit	32%	16%	16%

2. To reduce the gap in outcomes between our disadvantaged and 'other' students in Maths

2017	Other	Disadvantaged	Gap
Maths	-0.03	-0.46	-0.43

2018	Other	Disadvantaged	Gap
Maths	+0.01	-0.47	-0.48

This will remain a target for the school and will feature in the equality targets for 2018-19.

3. How we analyse data in school with regard to equality (specifically gender, disability, ethnicity and disadvantaged students)

There is now a more standardised approach in terms of data analysis for all key data within school, including that for achievement, behaviour, attendance and exclusions. Further reports have been developed in SIMS to ensure all groups of students are considered when analysing internal data.