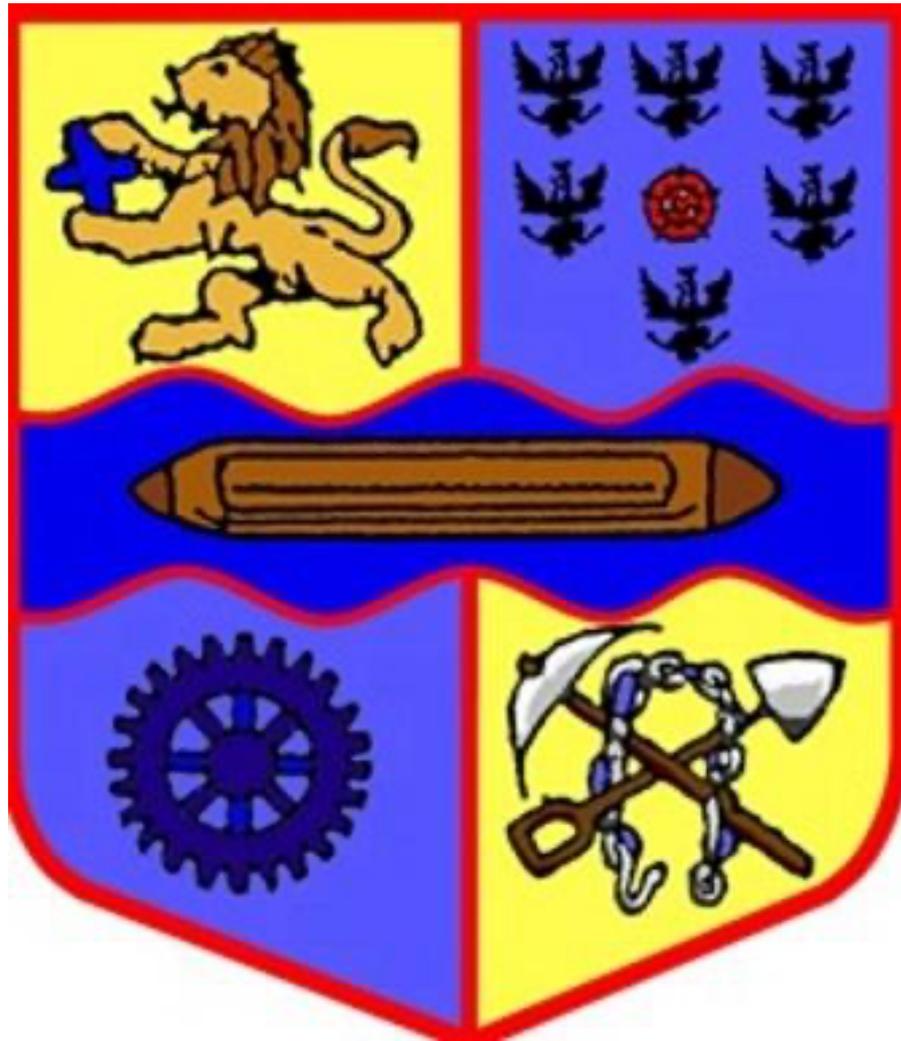


Haslingden High School

Equality, Diversity & Inclusion Policy



Introduction

Haslingden High School is guided by a clear set of objectives and values, one of which is equality. Our overarching school aim of 'Achievement for All' underpins all aspects of our work. We are committed to eliminating unlawful discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between all members of our school and wider community. We are determined to ensure that all members of our community are treated fairly and have access to high quality services.

Unlawful discrimination, which results in unfairness in any aspects of the school's employment policies and practices, curriculum, or service delivery, will not be tolerated. We respect the dignity and equality of our students, staff, and wider members of the community. We demonstrate clearly through our practices the centrality of individual human rights within a framework, which celebrates diversity and fosters a spirit of cohesion.

Legislation And Duties

We welcome our duties with regard to equality which arise from the following pieces of legislation:

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspectors Act (Section 38)
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014

Human Rights Act 1998

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

Education Act 2002 (Section 78)

Section 78 requires governing bodies for all maintained schools to provide a curriculum that 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'

Education And Inspections Act 2006 (Section 38)

Section 38 (1) of the Education and Inspections Act 2006 states that:

'The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- Promote the wellbeing of pupils at the school, and
- Promote community cohesion

The Children and Families Act 2014

Sets out how the school will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The school will:

- Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and/or Special Educational Needs
- Advance equality of opportunity between persons who share protected characteristics and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

Haslingden High School will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity
- Ensure hate incidents and hate crime reporting is integrated within the school's Anti Bullying Policy
- Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes in order to promote community cohesion, British values, and a positive image of our diverse community
- Make reasonable adjustments to ensure that disabled staff, students, and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services within school

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to:

- Increase the extent to which disabled students can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the education, benefits, facilities or services provided or offered by the school
- Improve delivery to disabled students of information which is readily available to those who are not disabled

The equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, Haslingden High School will:

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions
- Prepare and publish equality objectives to demonstrate how the general equality policy will be met

Protected Characteristics Under The Equality Act 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender Reassignment, Marriage & Civil Partnerships, Pregnancy & Maternity, Race, Religion and Sexual Orientation. (However, age and being married or in a civil partnership do not apply to education providers)

Responsibilities

Governors are responsible for:

- Ensuring that the school meets the duty of the Equality Act 2010.
- Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
- Requesting an annual report from the Headteacher on progress against the school's equality policy, equality objectives and action plan.

The Headteacher is responsible for:

- Producing, implementing, and maintaining the school's
 - Equality Policy
 - Publishing the school's contribution to the 'local offer'
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
- Ensuring that hate incidents and hate crime reporting is integrated within the school's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as:
 - -Equality impact assessment of policies
 - -Equality monitoring of policies eg employment, admissions, pupil attainment, exclusion and hate incidents
- Publishing the school's Equality Policy and equality objectives on the school website to demonstrate compliance with the general equality duty across school. Equality objectives to be reviewed annually.
- Reviewing and revising the Equality Policy every three years
- Ensuring that the school's Equality Policy is readily available and that governors, staff, pupils and their parents/carers know about it.
- Ensuring that the Equality Policy is followed consistently by all staff and pupils.
- Ensuring that appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes.

All staff are responsible for:

- Ensuring they follow the Equality Policy and procedures and take up equality CPD provided by the school.
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristics.
- A consistent challenge to unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies.

Staff with responsibility for areas of the curriculum are responsible for ensuring that their material covered reflects the diverse and varied nature of UK society. When required, they should adapt the curriculum and teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations.

Pupils, parents, visitors, and contractors are responsible for:

- Ensuring they follow the Equality Policy and procedures
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language

Definitions of discrimination, harassment, and victimisation

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic. Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

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Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Harassment occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion, or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have acted in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

Discrimination, harassment, and victimisation in regard to pupils

We will not discriminate, harass, or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

Employment

We are committed to a fair and equal pay policy and a free from bias pay structure. We will not discriminate, harass, or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment, or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training, and employment practices such as dress codes and disciplinary procedures. With regard to disability, we will 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.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation, and different racial group.

Monitoring and analysis

We will monitor the following policies to ensure that we are meeting equality duties:

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Complaints
- Hate Incidents

Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan.

Curriculum Equality Audit

The School's curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community, British Values, and examples that demonstrate "due regard" to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do.

Reporting Progress

School Governors will monitor the School's Equality Policy and Action Plan. The Head Teacher will produce an annual report for the school Governors on progress against the Equality Policy and Equality Objectives. This report will include the results of consultation, equality monitoring and equality impact assessments.

The next annual report on progress against the Equality Policy and Targets will be produced by September 2024.

Equality & Diversity Objectives (Review Sep 2026)

1. To continue to monitor the use of homophobic, transphobic, biphobic, sexist and racist language by students in our school. When such incidences occur, challenge this through education and provide support so that they understand the unacceptable nature of this language.
2. To continue to close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with special educational needs and disabilities, looked after children and students from different heritage groups.
3. To improve levels of attendance in all pupil groups but with a particular focus on disadvantaged students.
4. To continue to create and celebrate diversity within our school community and further develop the partnership between students, parent/carers, and school. An event to celebrate diversity within school will form part of the induction programme for new Year 7 students.

