

St Mary's CE High School

"Aspire – Challenge - Succeed"

Equality Policy (inc. Disability, Race & Gender)

Date: Autumn 2017

Date of Next Review: Autumn 2019

Signed: Chair of Governors

Signed: Head Teacher

St Mary's CE High School

Equality Policy

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Strategic Vision

As an inclusive Church of England School St Mary's CE High School is committed to equality of opportunity in every aspect of the life of all students, parents/carers, staff and governors. We are committed to challenging discrimination against any individual or group, ensuring equality of access and preparing students for life in a diverse society.

We will systematically assess, evaluate and regularly review the impact of our School Equality Policy on the life, attitudes and achievements of all groups and individuals in the school community. This school will not tolerate harassment of any student with any form of impairment; from any race, religion; of any gender and sexual orientation.

Why we have developed this Equality Policy

This Equality Policy for St Mary's CE High School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

The nine protected characteristics protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

In line with our Christian ethos and Admissions Policy, St Mary's CE High School welcomes applications from families of any faith or none regardless of cultural or ethnic heritage. We are a multi-ethnic and inclusive school that celebrates and values the linguistic, cultural, gender and religious diversity of our learning community.

All members of St Mary's community are committed to raising the attainment of all students and other learners with due regard to their individual, social and personal circumstances. We work actively to promote equality of opportunity in every aspect of the life of all students, parents/carers, staff, governors and the wider school community.

The St Mary's High School community is committed to challenging all forms of discrimination and harassment, ensuring race, sex and gender equality and promoting good relationships to prepare all students for life in a culturally diverse society.

Our Equality Policy is inclusive of our whole school community – students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

This policy can be read in conjunction with the following policies:

- Attendance for learning policy
- Curriculum policy
- Behaviour for Learning policy
- Anti-Bullying policy

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups

It explains how we aim to listen to and involve students, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability, sexual orientation and social deprivation.

The school population is made up of the following demography (2016-17):

BOYS:	49%
GIRLS:	51%
FSM:	12%
Ever6FSM:	33%
EAL:	25.5%
EHCP:	1.2%
SEND:	15%
BME:	55%

Our Recruitment policy covers the area of equality and recruitment. With regards to ethnicity we collect this information at point of contract/employment and it is updated on SIMs.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, sexual orientations, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

St Mary's CE High actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity and Christian Agape**
Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity**
We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence**
We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion within our school and within our local community**
We are diverse community and fundamentally share the belief that everyone is has a role and purpose within the school and wider community
- **Excellence**
We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity**
We will provide opportunities to explore and value the complexity of our personal and cultural identities and learn from each other
- **Fairness and social justice**
We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

St Mary's CE High School

St Mary's CE High School is a community that values respect, confidence and achievement. We therefore aim to:

- be a community in which everyone who works and learns here expects to show and receive respect
- develop a keen awareness of the needs of the whole community – students, staff, parents /carers and governors and to value the variety of contributions each person can make
- enable everyone to have the confidence, knowledge and personal skills to embrace change, seeing it as a means to live more satisfying and fulfilling lives

- provide the opportunities, challenge, support and encouragement to enable all students to achieve the best of which they are capable, and to celebrate that achievement

We aim to achieve this by ensuring that:

- Behaviour is outstanding
- There is full accountability for performance at all levels
- Students and teachers are actively engaged in classrooms
- There is personalisation of the curriculum, advice and guidance for all students

Our vision statement about Equality

St Mary's CE High seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities include some of the following across the school:

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents/carers and partner agencies
- The school's arrangements for working with other agencies
- Opportunities for assessment and accreditation
- Preparation of students for the next phase of education
- Employees' and staff welfare
- Behaviour for learning
- School policies
- Exclusion procedures
- PSHE days
- Teaching and Learning the planned curriculum
- Classroom organisation
- Grouping of students
- Interaction with peers

- Timetabling
- Access to school facilities
- Breaks and lunchtimes
- The provision of school meals
- School sports
- Home learning
- School clubs, activities and school trips
- Exam arrangements
- Healthy Minds PSHE Programme

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, disadvantaged groups, gender and disability and action any gaps
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist, homophobic and other discriminatory behaviour or prejudice
- Provide opportunities for students to appreciate and reflect upon their own culture and celebrate the diversity of other cultures
- Seek to involve all parents/carers in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our student's
- Embed the Healthy Minds PSHCE programme to provide opportunities for students to learn about diversity in all its' forms

Admissions and Exclusions

As a Voluntary Aided school in charge of our own admissions the governors have set agreed admission criteria that follow statutory requirements and have been approved by the Diocese and the Local Authority. Students with a statement relating to a disability or a social/medical need who request a place at St Mary's will be given priority. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

At St Mary's High School, the staff are conscious of the vulnerability of our students at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents/carers and students in relation to the new context in which the children will learn. Staff will proactively seek to ensure that all vulnerable students are nurtured and supported in a safe environment.

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

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Mary's CE High School.

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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the Law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Protected Characteristics

Age

This section of the plan relates to the Equality Act of 2010 which related to the changes enforced in September 2010 to address age discrimination.

The Equality Act 2010 includes provisions that ban age discrimination against adults in the provision of services and public functions. The ban came into force on 1 October 2012 and it is now unlawful to discriminate on the basis of age unless:

- the practice is covered by an exception from the ban
 - good reason can be shown for the differential treatment ('objective justification')
- The ban on age discrimination is designed to ensure that the new law prohibits any harmful treatment that results in genuinely unfair discrimination because of age.
- Under our specific duty we:
- Eliminate unlawful discrimination and harassment on grounds of age including tracking of students who may be disadvantaged as Summer Born babies
 - Oppose any discrimination against applicants whether male or female because of age
 - Promote equality between staff and students of all ages

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we:

- Assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students
- Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups

Disability

This section should be read in conjunction with the school's Special Educational Needs Disability (SEND) Policy and Accessibility Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we have:

Prepared and published the Accessibility policy and SEND Policy (can be found on the website) which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.

We will review and revise the policies every two years.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Oppose any discrimination against a woman because of her pregnancy and/or maternity leave
- Promote equality between men and women

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

Trans-gender / Gender Reassignment

The school welcomes our duties under the Equality Act 2010 to promote equality in relation to sexual orientation and gender identity.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Under our specific duty we have:

- Prepared and published a School Equality Plan which covers the requirements for a Gender Equality, sexual orientation & community cohesion identifying our equality goals and actions to meet them;

We will review and revise this Scheme every two years.

Tackling discrimination

The Equality Act 2010 defines discrimination as - treating a person less favourably because of a protected characteristic, the perception that they have a protected characteristic or because of a person's association with someone who has a protected characteristic. Indirect discrimination is the unjustifiable application of a provision, criterion or practice, even though it is applied to everyone.

Harassment or victimisation on account of age, race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal where necessary. All incidents are reported to the Vice Principal Pastoral and racist incidents are reported to the local authority on a termly basis.

What is a discriminatory incident?

Harassment or victimisation on grounds of age, race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, religion, faith or gender
- Use of derogatory names, insults and jokes
- Use of derogatory information on social media
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference

(real or perceived), and linked to, for example, racism, homophobia, transphobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

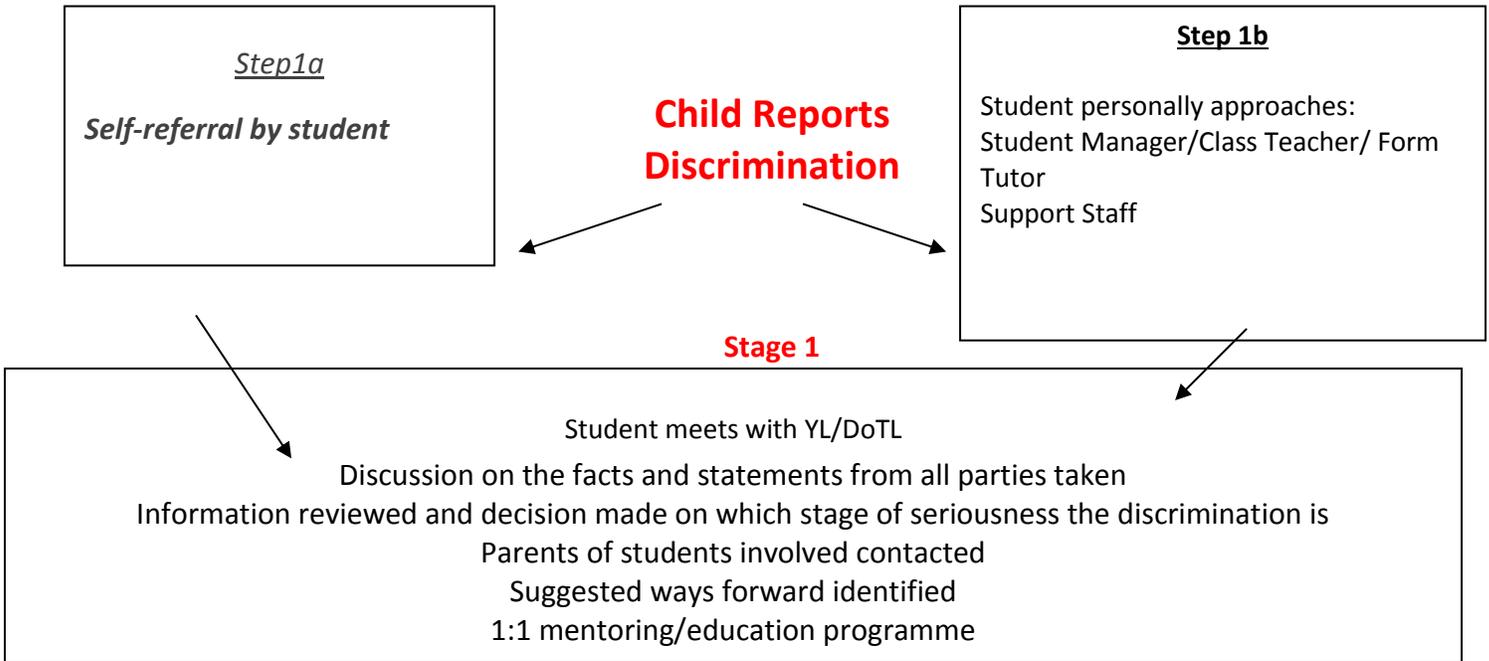
Through our school ethos and curriculum, we want our students/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying onto yellow slips and these will be logged onto the SIMS and CPoms system. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

There is a designated member of staff Steve Warner for reporting bullying and hate incidents. All incidents are taken seriously and fully investigated. (See 'anti bullying policy'). For hate incidents a clear procedure for investigating and monitoring incidents is in place. All students involved are mentored and offered counselling and all parents/carers of the students involved are communicated with via a phone call or face to face meeting.

The flow chart and 'checklist' are a guide for staff to use in reporting and managing an incident of discrimination.

ST MARY'S CE HIGH SCHOOL PROCEDURES FOR REPORTING A DISCRIMINATION INCIDENT



If the issue is repeated or is more serious move to Stage 2
Student is at risk of permanent exclusion

Victim YL/DoTL /SLT Link	Offender YL/DoTL /SLT Link
<ul style="list-style-type: none"> Parents invited in to school Overview of action taken. Parents advised to monitor progress & report back to DoL One to one support for victim, possible councillor support 	<ul style="list-style-type: none"> Statements taken including from Offender, Victim, independent witness Meeting with parents Student referred for one to one support Discuss appropriate sanctions and placed on a Red report Discrimination registered and information logged Staff notified/closer supervision Probable Fixed Term Exclusion

If the issue is repeated or is more serious move to Stage 3
Student is at high risk of permanent exclusion

Victim YL/DoTL /SLT link	Offender YL/DoTL/ SLT Link
<ul style="list-style-type: none"> Meeting with parents in school Update and ensure good lines of communication Use support from Pastoral team One to one support for victim, possible councillor support 	<ul style="list-style-type: none"> Statements taken including from Offender, Victim, independent witness. Meeting with parents & letter sent home. Meeting with DOL/SLT Link and Vice Principal Name on bullying register, information logged. To be placed on a PSP, for support & Police informed DoL discuss bullying in assembly Fixed Term Exclusion/Governor Behaviour Panel

Student is at serious risk of permanent exclusion

Offender / YL/DoTL /SLT Link
<ul style="list-style-type: none"> Meeting with parents and letter sent home. Extended Fixed Term exclusion/Probable Permanent exclusion, reintegration with YW/ DoL/SLT link/Head Possible reduced timetable/phased reintegration If not Permanently Excluded PSP report & police informed Name on bullying register.

	STUDENT THAT HAS DISCRIMINATED	VICTIM
These actions need to take place at ALL STAGES Please attach all statements to this document		
Statement taken		
Contact home		
1-1 mentoring		
Restorative Justice		
Counselling offered		
Logged on SIMs / CPoms		
These actions need to take place at STAGE 2		
Parents/Carers invited into school		
Loss of social time/Possible Fixed Term Exclusion		
Red Report		
On Discrimination register		
Staff notified		
These actions need to take place at STAGE 3		
Letter sent home, parents invited in for a meeting		
Student and parents informed of risk of permanent exclusion		
Fixed Term Exclusion		
Behaviour Support Programme		
YL Assembly		
These actions need to take place at STAGE 4		
Parents/carers Meeting		
Extended Fixed Term Exclusion		
Permanent Exclusion		
Principal Behaviour Panel		
PSP		
YL Assembly		
Police informed		

The roles and responsibilities within our school community

The Head Teacher will:

- Ensure that staff, parents/carers, students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

The Governing Body

There is a designated governor with specific responsibility for the Equality Policy.

Our governing body will:

- Ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- Support the Principal in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy every 2 years and the objectives every 4 years

Our Senior Leadership, Directorate and Year Lead Team will:

- Have responsibility for supporting other staff in implementing this Policy
- Provide a lead in the dissemination of information relating to the Policy
- With the Principal, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SIP

Our students will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- Be involved in the development of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

Our students were consulted through;

- Student Leadership and Independence forums inclusive of year group and whole school
- Regular questionnaires
- Interview processes for all pastoral staff

Our staff contributed through

- Teaching and Learning meetings
- CPA
- Review of the policy
- Teaching and Learning Area/Year improvement plans

Our school governors contributed through;

- Governor meeting
- Pastoral meeting

Parents/carers contributed through;

- Parent group meeting
- School questionnaire
- Policy consultation via the school website and E-newsletter

We will continue to engage the whole school community in our review and monitoring process. This policy will be displayed through the school website and staff/student and parents newsletter.

How we developed our Policy - Using information

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is

no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our students/students and staff and that diversity, equality and inclusion run through all areas of school life.

Recent EQIAs carried out highlight:

WHAT DO WE DO WELL:

WHAT WE ARE WORKING TO IMPROVE:

- More lunchtime activities need to be put in place
- The Healthy Mind Programme to address gender stereotyping and LGBT education
- Attendance and Persistent attendance of FSM and SEND students

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways including;

- Data from ASP
- Internal monitoring and tracking,
- Racist/Hate incidents,
- Bullying incidents
- Student Voice
- Healthy Minds Project

OfSTED inspectors visit us regularly and report on equality issues during our inspection. Ofsted 2015 commented that 'behaviour was good" at St Mary's CE High and incidents are dealt with quickly and efficiently. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through SLI

We have established good links with our local and our wider community ranging from Waltham Cross to Enfield, Tottenham and Waltham Abbey. We welcome all students into our school community and as a community we learn from each other and learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

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Local partners – protected characteristics – contribution

- Connexions work with us to provide careers support for all students including vulnerable students, drugs education and sex and relationships education
- AllSorts work with us to support our vulnerable students including, leading CAFs with hard to reach families/students, working with students with low self-esteem and SEND/BESD.

- Hertfordshire Integration Team work with us to find appropriate pathways for students at risk of exclusion
- Attendance Service to engage students with poor attendance or those at risk of persistent absence

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We also work closely with the Enfield Behaviour Support Team and Enfield SEND, the DfE and Hertfordshire County Council on some major procurement activities – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

There is a designated member of staff for reporting bullying and hate incidents STEVE WARNER All incidents are taken seriously and fully investigated. (See 'anti bullying policy'). For hate incidents a

clear procedure for investigating and monitoring incidents is in place. All students involved are mentored and offered counselling and all parents/carers of the students involved are communicated with via a phone call or face to face meeting.

Impact Assessment

Using feedback from a broad range of students and also their parents/carers the school will assess the impact of policies, procedures, functions and practices of the school on disability equality and improve these when necessary.

Questions the school will consider are:

- What are the training needs of the school regarding the DES?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
- Has contact been made with trade unions at the school?

Implementation, monitoring and reviewing

This policy was published in the Summer 2017 and updated in September 2017 and is actively promoted and disseminated. We will actively promote this policy through the school website, parents E-newsletter, Student Parliament, parent's group meetings and student/staff newsletter.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

Our Staff

We comply fully with legislation which protects our staff (including teachers, Learning Support Assistants, supervisors and student teachers) 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.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. 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. There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

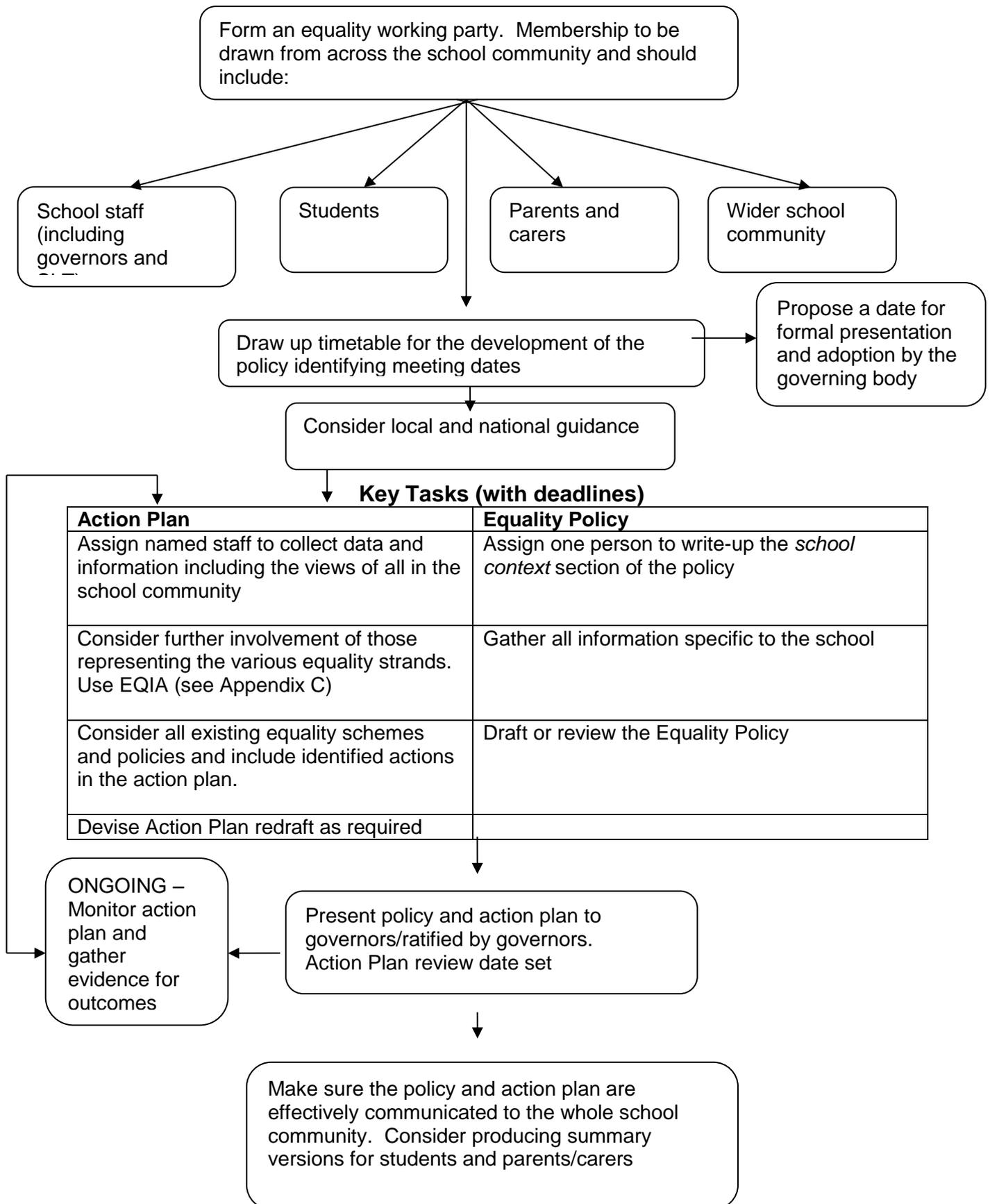
We have made and continue to make reasonable adjustments to our facilities to ensure everyone is included and consider equality issues as part all projects that are undertaken at the school.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. CPA is put in place to address gaps in staff knowledge or to provide practical support to address areas of the curriculum where there has been change.

We have mechanisms in place to identify areas for development. All lesson feedback proforma's have targets on them. These targets inform training opportunities, so if issues of equality are commented on, training takes place to respond to this need. Training opportunities exist for teaching staff in terms of inclusion, SEND and advice re differentiation is regularly updated via booklets and on the Staff Learning Gateway.

Appendix A –

Process chart for the development and review of Equality Policy and action plan



EQUALITY OBJECTIVES: 2017 – 2021

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates	Milestone/progress:
All aims of duty	All protected characteristics	To increase the participation of students/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of students/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable students/students	Identify which groups are under-represented in the Student Voice and/or student voice processes within the school Set up group of students to develop actions which better involve the target group Involve PPG students in public interface	EWA/SWA	On-going	Increased minority students in Leadership roles.
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools survey as feel incidents will be dealt with. Increased staff confidence Accurate reporting rates. Raise awareness of LGBT within the school community and provide support for LGBT students	Whole school and specifically BME /LGBT/SEND students/students or those from a Faith background	Access staff training. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students.	SLT YL Mental Health Lead	On-going	Staff Attended Anti-bullying training
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for students/students with BESD (Behavioural, emotional and	Improved ability by students/students to handle difficult situations and a reduction in classroom disruption	Students/students with BESD	To employ Aspire Mentors who work with students with SEMH or behaviour needs that impact on progress	SWA	on-going	Students identified and support programmes in place.

		social difficulties)						
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience and diplomas	Year 7-10	Through the HM project and CIAEG activities to provide activities that allow students/students to explore gender stereotyping in careers To ensure that diplomas meet the needs of boys and girls To ensure theta the option process is marketed at both boys and girls	GMA	on-going	Careers map identifies opportunities to promote
Advance equality of opportunity	Other	To improve the attendance and PA of students eligible for free school meals and SEND	Improved attendance Reduction of PA's and increase number of students above 97%	Children eligible for free school meals and students with SEND	Collate and analyse data relating to attendance by target groups Work with Attendance officer to identify strategies to improve attendance and PA's of these groups	EWA/ Year Leads	Sept 2017– July 2018	Reviewed ASP School attendance data
Advance equality of opportunity	community cohesion	To promote good relations between people from different backgrounds	To respect and celebrate individual differences of different cultures.	All Years	Act of Worship programme continue to celebrate cultural events throughout the year to increase student awareness of different communities e.g. Diwali, Eid & Christmas.	YL, TCR	On-going	Act of Worship plan in place
Advance equality of opportunity	All	All students meet or achieve their targets	To ensure that all groups of students are making good progress	Girls, Boys, EAL, SEND & Disadvantaged students.	All teachers to provide high quality learning experiences that enable them to meet or exceed their targets	EWA / STL	On-going	Mock and exam results