



THE HOLLINS

EQUALITIES POLICY

Date Agreed: Spring 2021
To Be Reviewed: Spring 2023

1. Introduction

This policy outlines the commitment of the governors, staff and pupils 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 pupils 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, pupils, 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 action plan will be drawn up as a result of the outcomes of a transparent process and through consultation.

2. 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 The Hollins, 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 pupils with the opportunity to succeed, and to reach the highest level of personal achievement. The achievement of pupils 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 pupils, 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.

3. 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
- 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.

4. Roles and Responsibilities

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

- Deputy Headteacher (Pastoral) 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.

5. 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:

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, particular 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 qualification on the grounds of gender, for example, PE.

6. Publishing the policy

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

7. 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 pupils, staff, parents and carers from the different groups that make up our school through-

- Feedback from the annual parent questionnaire and parents' evenings
- Input from staff meetings and INSET
- Feedback from the school council, PSHE, RE and Citizenship lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans
- Feedback at Governing Body meetings.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils 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.

Objectives

- 1) To ensure all staff receive appropriate training in relation to LGBT students, specifically addressing the following;
 - Use of appropriate language / terminology
 - Signposting to appropriate staff in school/external agencies
 - Providing support for any students who need it
- 2) To increase awareness of all members of the school community of what is meant by British values and how to uphold these, in-line with the school improvement plan, by:
 - ensuring appropriate expectations, through staff training
 - reinforcing expectations by modelling British values to ensure greater consistency.