

Harlington Upper School



Equality Policy

Policy No: HUS013

Edition 1: January 2016

Approved By: Full Governing Body

Document Control		
Edition	Issued	Changes from previous
1	19/1/16	<ul style="list-style-type: none">Review of policy dated September 2010. Minor change to include reference to gender reassignment and Access Arrangements

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies/documents on: Access Arrangements	

Review Frequency: Every 3 years

Review Date: January 2019

Rationale

The overall objective of the school's Equality Policy is to provide a framework for the school to ensure equality of opportunity by eliminating unlawful or undesirable discrimination and harassment and to promote good relations and positive attitudes within the school.

We seek to ensure that no member of the school community or any other person, through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, disability, sexual orientation or gender reassignment, age or socio-economic background.

The principles of this policy apply to all members of the extended school community – students, staff, governors, parents, visitors and members of the local community.

Aims and Values

Harlington Upper School regards each member of the school community as a valuable individual, regardless of race, social background, gender, ability or disability. Good relationships lie at the heart of a good school and support each individual to do his or her best academically and personally. Fairness, trust and mutual respect are essential in creating an encouraging, positive community. All members of the school community have the right to be safe, cared for and supported.

Learning is a partnership between students, parents and the school and can only take place in a calm, ordered environment. All members of the school community have joint responsibility for the success of the school and its students, building trust and a positive relationship between the school and the wider community. Working together, we aim to develop a culture of excellence.

Definitions

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

Direct discrimination: Is when a person is treated less favourably than others in comparable circumstances because of a characteristic, such as sex, race or disability. In the case of direct age discrimination this is unlawful only if it cannot be objectively justified.

Indirect discrimination: When a provision or practice is applied equally to all but has a different impact on members of one or more protected groups, so that as a result they are placed at a disadvantage. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

Victimisation: Treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague.

Harassment: Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on grounds of one of the relevant characteristics, such as sex or race.

Teaching and Learning

The school aims to teach students to understand others, to promote common values and to value diversity. Through the curriculum we promote an awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

1. Teachers ensure that the classroom is an inclusive environment in which students feel safe and that all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.
2. Teachers undertake to ensure that they are aware of the abilities and needs of all their students.
3. Teaching is responsive to different learning styles and takes account of experiences and starting points, in order to engage all learners.
4. Student grouping in the classroom and form room is planned and varied.
5. Teaching styles include collaborative learning so that students appreciate the value of working together. Questioning, discussion and collaborative problem solving tasks are encouraged.
6. Teachers encourage students to become independent and take responsibility for their own learning and actions.
7. Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
8. Resources and displays reflect the experience and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas.
9. Citizenship is taught as a cross curricular subject, with specific activity days, but also permeates the work of the school both within and outside the curriculum.

Achievement

The school aims to ensure equal opportunity for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

1. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching, support and mentoring.
2. The school ensures that where possible, assessment is free of gender, cultural or social bias. Staff use a range of methods to assess student progress and baseline assessment and data is used appropriately for all students.
3. Staff have very high expectations for all students and continually challenge them to reach high standards.
4. Self assessment provides all students with the opportunity to take responsibility for their own learning through regular reflection and feedback on their progress.

Community Cohesion

The school encourages all students and families to feel part of the wider community and works with schools, students and families throughout the Trust and Pyramid to develop a wide range of opportunities for all.

Parents are kept fully informed of the opportunities available in the school and wider community. Information and meetings for parents are made accessible for all and parental involvement is monitored to encourage participation of all groups. Progress reports to parents/carers are accessible and appropriate and encourage a response from parents/carers about the student's learning. The Parents' Forum is made up of a range of parents from all year groups and backgrounds and regularly discusses issues and concerns pertinent to parents. The school uses surveys, focus groups and governor feedback to assess appropriate provision and equality of opportunity.

Race Equality

The school's commitment to race equality includes:

- Ensuring that all students and staff are encouraged to achieve their potential;
- Respecting and valuing differences between people;
- Preparing students for life in a diverse society;
- Making the school a place where everyone feels welcome and valued;
- Promoting good relations between different racial and cultural groups within the school and within the wider community;
- Ensuring that an inclusive ethos is maintained;
- Acknowledging the existence of racism, the harm which this can do, taking steps to prevent it and taking firm action when it occurs;
- Recording and reporting all racist incidents;
- Opposing all forms of racism, racial prejudice and racial harassment;
- Being proactive in tackling and eliminating unlawful discrimination but also any other incident that is deemed to be racist;
- Ensuring that the admissions process is fair and equitable to students from all ethnic groups;
- Allowing special authorisation for leave of absence for religious observance.

Disability Equality

A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. The school's Access Arrangements demonstrate how the school aims to fulfil its general and specific duties and outlines those involved in its development within school.

The school aims to:

- Promote equality of opportunity between disabled persons and other persons;

- Eliminate discrimination that is undesirable or unlawful under the Equality Act 2010;
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in all aspects of school life and the wider community;
- Take steps to meet the needs of disabled persons, providing specialist equipment, modifications or resources, even if this requires more favourable treatment;
- Make all reasonable adjustments to meet the needs of disabled people, either through the school's Access Arrangements, through Special Educational Needs provision or through Occupational Health Assessments.

Gender Equality

The school recognises that under the Equality Act 2010, there is a responsibility to ensure that people are treated fairly and equally regardless of gender.

The school aims to:

- Eliminate undesirable or unlawful sex discrimination and harassment, taking steps to comply with any relevant legislation;
- Promote equality of opportunity between males and females;
- Create a school ethos which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encourage everyone within the school to have a positive self image and high self esteem;
- Monitor progress and achievement by gender, ensuring equal access to the school curriculum, positions of responsibility and extra-curricular provision;
- Manage behaviour and discipline fairly and equally for all students regardless of gender;
- Eliminate homophobic attitudes and incidents throughout the school;

Roles and Responsibilities

The Headteacher and Governing Body will ensure that the school complies with all relevant equality legislation. They will ensure that the policy is upheld and that staff are aware of their responsibilities under the policy.

The policy will be regularly monitored and reviewed every three years.