

## Equality Policy

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<b>Staff Member with Responsibility:</b>	Mr N Crafts, Assistant Principal
<b>Reviewed by:</b>	Board of Trustees
<b>Reviewed Date:</b>	October 2017
<b>Next Review Due:</b>	October 2020

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### Introduction and Purpose of Policy

Heathside School is committed to ensuring that discrimination in all its forms is not tolerated. The Equality Policy and objectives aim to:

- Improve awareness of equality issues and ensure the school is compliant with the Equality Act.
- Improve the school experience for students.
- Identify areas where there is potential for improvement.

Further information and guidance can be found in 'The Equality Act 2010 and schools' DfE – May 2014

### Overview of the Act

All public bodies are required to meet the general and specific duties of the Equality Act.

The specific duties of a school are to:

- Make available equality information which demonstrates compliance with the duty.
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years.

In the General Duty set out the by Public Sector Equality Duty (PSED) a school must have *due regard* for the need to:

- Eliminate discrimination
- Advance quality of opportunity
- Foster good relations

By recognising the following protected characteristics:

- Disability
- Pregnancy and maternity
- Ethnicity
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation
- Age (relating to employment and to the provision of goods and services)
- Marriage or civil partnership (but only in respect of eliminating unlawful discrimination)
- Gender reassignment

The Equality Act came into force on 1st October 2010 and brings together all the legal requirements on equality. The Act therefore replaces and incorporates for example, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Discrimination Act (1995).

The Act makes it unlawful for a school to discriminate, harass or victimise a student or potential student as follows:

Discrimination:

- Direct discrimination, treating a person unfavourably because of any protected characteristics including a) because a person is *perceived* to have a particular characteristic; b) because a person has been *associated* with someone who does have that characteristic.
- Indirect discrimination, where a “one-size-fits-all” rule is applied too generally and puts particular groups at a significant disadvantage.
- Discrimination arising from disability.
- Failure to make *reasonable adjustments* in relation to disability.

Harassment:

- Related to a protected characteristic (disability, race, gender, maternity of pregnancy).

Harassment within the Act is defined as unwanted conduct related to a protected characteristic which intends to create an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation:

- When a person is put at a disadvantage because of a previous complaint made in good faith. A previous complaint could, in the case of a student, be related to something done by their parent or sibling in relation to the Act or a person could have given evidence or information relating to someone else’s complaint.

## **Heathside School Values and Commitment**

Heathside School is committed to upholding the Heathside values of Empathy, Equality, Friendship, Honesty, Loyalty, Respect, Responsibility, Trust and Tolerance. We aim to foster positive relationships and create a learning environment where everyone feels safe and secure and discrimination in any form is not tolerated. Our school ethos including the House system aims to promote an awareness of the wider community and a sense of belonging. We observe good equalities practice, including staff recruitment, retention and development and we aim to reduce and remove any existing inequalities and barriers.

### **Areas of focus**

Heathside School is committed to advancing equality of opportunity, eliminate discrimination and foster good relations in the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

The school will regularly analyse data and information to evaluate our practice and determine focus areas for the equality objectives.

### **Roles and Responsibilities**

School governors are responsible for:

- Making sure the school complies with current equality legislation.
- Making sure the aims of the Equality Policy are met and its objectives are implemented.

The Principal is responsible for:

- Ensuring that the school advances equality of opportunity, eliminates discrimination and fosters good relations in the focus areas.
- Promoting key messages to staff, students and parents.
- Making sure procedures are followed.
- Ensuring all staff are aware of their responsibilities and receive appropriate training and support to carry them out.
- Taking appropriate action in any cases of discrimination, harassment or victimisation.

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom.
- Reporting and dealing with any prejudice or bullying that may occur according to school guidelines (See Prejudice Related Incident form - Appendix 2).

- Identifying and challenging bias and stereotyping in the curriculum.
- Ensuring they attend training and development in this area as needed.

### **Monitoring and Evaluation**

Heathside's Equality Policy is supported by Single Equality Scheme Objectives which are linked to the School Development Plan. The policy and objectives will be regularly monitored and reviewed by staff and governors to ensure they are effective in eliminating discrimination, promoting access and participation, promoting equality and good relations between different groups and particular groups of the school community are not disadvantaged.

### **APPENDIX 1**

Heathside School – Review of previous objectives

### **APPENDIX 2**

Heathside School – Equality Objectives 2017-2020 (including 2014 – 2017 Review)

### **APPENDIX 3**

Prejudice-related incidents monitoring form

## APPENDIX 1: Heathside School – Review of previous objectives

Objective and success criteria	Protected Characteristic	Actions	Responsibility	Date for review	Outcomes
Launch a whole school <b>'Positive Language Campaign'</b> following action research to bench mark perceptions and incidents of negative use of language. Evaluation based on bench-marking activity that shows that the level of tolerance of negative language is reduced and is effectively dealt with.	Gender Race Disability Sexual orientation	Identify member(s) of staff to carry out action research to bench mark perceptions and incidents. Development of a <b>'Positive Language Campaign'</b> plan via 'Thought for the week', literacy activities across the curriculum, particularly in Personal, Social and Health Education (PSHE), using the school VLE (Virtual Learning Education) and website and newsletter. Evaluate progress at end of study and campaign.	Members of SLT Head of Learning Student Support Services	2012-13 2014-15	Positive Language Campaign undertaken: Pre and post audit of perceptions completed, assemblies, student working group formed, PSHE lessons, staff INSET, promotion across school.
Review existing incident reporting system in the light of the research gained from the <b>Single Equality Scheme</b> consultation with stakeholders. Use action research to gauge the effectiveness of new <b>equality Incident</b> procedures. Ensure that <b>majority</b> of students report feeling comfortable or better and are satisfied or better with how the Equality Incidents are dealt with.	Gender Race Disability Sexual orientation	Audit and Review of <b>Equality Incident Procedures</b> engaging with all stakeholders but specifically with Student Voice.	SLT Heads of Learning Student Support Services	2012-13 2014-15	Audit of student perceptions of reporting completed as part of Positive Language Campaign.
<b>Refocus Heathside's Values</b> to reflect the new emphases revealed in Single Equality Scheme and consultations with stakeholders. Evaluate an increase in awareness by stakeholders in the requirements of the <b>Single Equality Scheme</b> which will include the Positive Language Campaign. It will mean a focus on better understanding of <b>hidden disabilities</b> . There will be a greater focus on <b>celebrating diversity</b> within Heathside particularly in <b>identified individuals and groups with protected characteristics</b> .	All but especially Sexual Orientation Hidden Disability Race and Religion	Form a task group to review the existing Heathside Values in the context of the Single Equality Scheme and stakeholder consultations. Carry out an <b>Equality Audit</b> that includes the PSHE curriculum, the Spiritual, Moral, Social and Cultural development (SMSC) themes in all other curriculum areas, the ease of access to Equality information. Promotion of the Single Equality Scheme with foci on positive language and celebrating diversity through assemblies, form periods, lessons, website and newsletters. Engage outside agencies with specialist expertise in these areas eg theatre groups	SLT PSHE coordinator All staff	2012-13 2014-15	Positive Language Campaign undertaken and specifically addressed Heathside Values. Assemblies based on Heathside Values. Anti-bullying week used to promote acceptance of diversity. Values reflected in PSHE lessons.
Following as audit an review of the <b>Personal, Social and Health Education (PSHE) curriculum</b> amend, delete , add sections of the PSHE schemes of work to take account of the requirements of the new Single Equality Scheme	All	Members of staff who coordinate, plan, implement and teach the PSHE curriculum to meet to review the existing curriculum to identify areas for adaptation. Plans and schemes of work in place.	SLT PSHE Co Staff planning, implementing and teaching curriculum	2012-13	PSHE curriculum to review and amend.

**APPENDIX 2: Heathside School – Equality Objectives 2014-2017 and 2017-2020**

Objectives	Protected Characteristic	Actions and success criteria	Responsibility	Link to Governor Committee and SDP	Date for review	Review/Outcomes
Revisit Positive Language Campaign and incorporate strategies to support LGBT students.	All with particular focus on sexual orientation	<p>Revisit aspects of the Positive Language Campaign in the PSHE curriculum with particular focus on homophobic language.</p> <p>Promote diversity, for example in Anti-bullying week.</p>	HAB PSHE teachers Assistant Heads of Learning	Student welfare  SDP: Behaviour and Safety 4.	July 2015	<p>Incorporated into PSHE curriculum.</p> <p>Key issues such as Homophobia included in assemblies.</p> <p>Whole School Anti-bullying week embedded into the whole school provision.</p> <p>Recruitment and training of anti-bullying ambassadors.</p>
Refine logging of incidents so that best practice is adhered to.	All	<p>Review existing logging procedures of incidents relating to the Single Equality Scheme.</p> <p>Ensure effective and distinct logging for issues of bullying, racism and homophobia. Introduction of 'Prejudice-Related Incidents Monitoring Form'.</p>	Heads of Learning SSCOs	Student Welfare  SDP: Behaviour and Safety 4	Spring Term 2015	<p>Refined behavioural categories in SIMs.</p> <p>Use of prejudice related incident forms.</p>

SMSC is promoted within the curriculum to encourage respect and tolerance for others faiths, cultures and lifestyles.	All	<p>Carry out PSHE/SMSC audit to assess coverage across curriculum.</p> <p>Focus on British Values within PSHE lessons, Year 10 RE provision and across whole school.</p> <p>Ensure opportunities e.g. assemblies, extra-curricular activities and curriculum provision promote and encourage SMSC values.</p>	HAB/NR NW All staff	<p>Student Welfare</p> <p>Curriculum and Achievement</p> <p>SDP: Leadership and Management 6</p>	July 2015	<p>SMSC Audit completed (September 2017)</p> <p>SMSC embedded into PSHE curriculum</p> <p>British Values module included in PSHE</p> <p>British Values incorporated into House Tutor Time activities and Assemblies.</p>
Carry out audit and review of PSHE curriculum at KS3 & 4, amend, delete and add sections to take account of the requirements of new government/National PSHE Association guidance.	All	<p>Carry out PSHE/SMSC audit to assess coverage across curriculum.</p> <p>Amend PSHE curriculum to reflect most recent requirements.</p> <p>Incorporate British Values into curriculum.</p>	HAB	<p>Student Welfare</p> <p>Curriculum and Achievement</p> <p>SDP: Leadership and Management 7</p>	Spring Term 2015	<p>See above comments on SMSC provision.</p> <p>PSHE curriculum amended in line with PSHE association guidance.</p>

## Equality Objectives 2017 - 2020

Objectives	Protected Characteristic	Actions and success criteria	Responsibility	Link to Governor Committee and SDP	Date for review	Review - 2020
To promote whole school mental health and well-being and ensure individual students can be given the opportunity to express their individual concerns.	All	<p>Students identified by Tutors, SSCOs, HoLs and other members of SLT directed towards Jane Brinson, Mental Health &amp; Wellbeing Lead, for 1:1 support.</p> <p>Ensure the Students (and staff) are provided the necessary support and well-being advice.</p> <p>JB lead assemblies and other whole school initiatives that promote diversity equality across the school. Promote, 'all different, all equal' anti-bullying theme.</p> <p>Promote the service in key areas of the school (Sixth Form, Student Services).</p> <p>Work towards achieving Wellbeing Award.</p>	JBX (Jane Brinson) to lead.	LAB  PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	Summer Term 2018  NC	
To achieve the UNICEF Rights Respecting Schools Award.	All	<p>Audit staff and students. Create Action Plan. Set up Strategy Group.</p> <p>Achieve the Award (Level 1).</p>	RN	TEACHING, LEARNING AND ASSESSMENT - 9	Summer Term 2018  NC with RN	

To promote British Values across the Curriculum.	All	<p>Look at ways of encouraging the British Values across the Curriculum through:</p> <ul style="list-style-type: none"> <li>• Year 7 British Values Day. A whole Year group focus on all 4 or one particular British Value and how it applies to their school life and beyond.</li> <li>• British Values themed assemblies</li> <li>• British Values Display – Encouraging departments and teachers to embed the 4 values within their teaching.</li> <li>• Ensure the KS3 PSHE Resources for Summer Term 2 reflect current trends/issues in society that relate to all 4 values.</li> </ul>	NC	TEACHING, LEARNING AND ASSESSMENT - 9	Summer Term 2017 –  NC with AS	
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APPENDIX 3: Prejudice-related incidents monitoring form

## Prejudice-Related Incidents Monitoring Form



SURREY  
COUNTY COUNCIL

Date of incident

Details of those involved:	Perpetrator(s)	Victim(s)
<b>Name(s):</b>		
<b>Status</b> <small>(Pupil, Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child)</small>		
<b>Gender</b>		
<b>Ethnicity</b> <small>(use Surrey ethnic categories only)</small>		
<b>First Language</b>		
<b>SEND</b> <small>(Yes / No)</small>		
<b>Pupil Premium</b> <small>(Yes / No)</small>		
<b>Year Group</b>		
<b>Repeat offence/victim?</b> <small>(Yes / No)</small>		

Equality category involved:

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other <small>(please specify below)</small>
Other		

Additional prejudice-related factor(s) involved in the incident (if applicable):

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other <small>(please specify below)</small>
Other		

Type of incident (tick one only, ie the category which most closely describes the incident):

<input type="checkbox"/> Verbal abuse <small>(eg. name-calling, ridicule, comments, jokes)</small>	<input type="checkbox"/> Verbal threats	<input type="checkbox"/> Damage to personal property
<input type="checkbox"/> Non-verbal abuse <small>(eg. gesture, mimicry, using pictures or objects)</small>	<input type="checkbox"/> Physical intimidation or threats <small>(eg. expressed by gesture or physical proximity)</small>	<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Cyber bullying <small>(eg. texting, email, <u>social</u> media)</small>	<input type="checkbox"/> Physical abuse <small>(eg. hitting, pushing, unwanted touching)</small>	<input type="checkbox"/> Discriminatory/offensive graffiti
<input type="checkbox"/> Avoidance or refusal to interact	<input type="checkbox"/> Intimidation or threat with weapon	<input type="checkbox"/> Possession or display of discriminatory/offensive materials <small>(eg. racist insignia or publications)</small>
<input type="checkbox"/> Collusion with behaviour of others	<input type="checkbox"/> Physical assault with weapon	<input type="checkbox"/> Other discriminatory behaviour
<input type="checkbox"/> Incitement <small>(eg. encouraging others to participate)</small>		

**Description of the incident:**

When and where did the incident happen?		
<input type="checkbox"/> Travelling to school	<input type="checkbox"/> Between lessons	<input type="checkbox"/> On school premises after school
<input type="checkbox"/> On school premises before start of school	<input type="checkbox"/> During breaktime	<input type="checkbox"/> Travelling from school
<input type="checkbox"/> During lessons (in classroom)	<input type="checkbox"/> During lunchtime	<input type="checkbox"/> Away from school / During leisure time
<input type="checkbox"/> During lessons (in unauthorised location)	Specify location:	
Severity of incident		
<input type="checkbox"/> No offence was intended	<input type="checkbox"/> Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable	
<input type="checkbox"/> Hurt or distress caused, but offending behaviour unlikely to be repeated	<input type="checkbox"/> Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated	
Summarise what happened and who was involved including witnesses, participants and bystanders:		
Other relevant information (eg relationship between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items)		

**Action taken (tick all that apply):**

Victim-related	Perpetrator-related	School-related
<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Class/peer group workshop
<input type="checkbox"/> Comfort and reassurance	<input type="checkbox"/> Apology to the victim(s)	<input type="checkbox"/> Assembly item
<input type="checkbox"/> Buddying, peer support	<input type="checkbox"/> Advice/pastoral support	<input type="checkbox"/> Letter to parents/guardians
<input type="checkbox"/> Counselling	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Policy review
<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Referral to senior teacher	<input type="checkbox"/> Review of curriculum
<input type="checkbox"/> Education on e-safety	<input type="checkbox"/> Disciplinary action (eg detention)	<input type="checkbox"/> School campaign (eg posters)
<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Staff training
<input type="checkbox"/> Medical treatment	<input type="checkbox"/> Fixed-term exclusion	<input type="checkbox"/> Initiative with learning community
<input type="checkbox"/> Review dates set	<input type="checkbox"/> Permanent exclusion	<input type="checkbox"/> Initiative with Local Authority
<input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Other (please describe):

**Form completed by:**

Print name	Position	Signature	Date

*For advice and guidance on reporting and responding to incidents please refer to the prejudice-related incidents guidance notes at <http://www.surrevcc.gov.uk/learning/teachers-and-education-staff/education-information-for-headteachers/>*