



# HALL GREEN SCHOOL

## EQUALITY AND DIVERSITY

<b>Adopted:</b>	8 December 2021
<b>Next Review:</b>	December 2025
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Headteacher

## **Purpose**

This policy has been created to inform all stakeholders of Hall Green School that we identify, prevent and redress unfair discrimination against groups who may be disadvantaged, and, that we seek to create a community in which everyone, without exception, is respected, valued and happy. Compliance with this policy will also help to ensure that employees do not unwittingly commit unlawful acts of discrimination and that the work environment is free from harassment and bullying.

All members of the school community have a responsibility to seek to ensure that the school is free from discrimination of any kind. We all have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people, employees, students, parents and visitors. We need to celebrate our differences, by understanding them and enjoying the diversity this brings. Issues of equal opportunity should be part of the education of all learners. In this way we can work towards mutual respect and understanding in an increasingly interdependent world. Our Equal Opportunities Policy is designed to help us positively promote each other's individual rights and our responsibilities towards others.

## **Aims**

At Hall Green School, we aim to:

- actively promote equal opportunities and not discriminate either directly or indirectly against anyone on the grounds of a protected characteristic. These are: disability, marriage or civil partnership, race, age, religious or other beliefs, sexuality, sex or gender reassignment
- create an environment, which promotes understanding of the principles and practices of equality and justice
- promote a positive self-image and mutual respect within the Hall Green School community
- challenge stereotyping
- empower students to make informed choices so they are better prepared for the opportunities, responsibilities and experiences of life within their community
- endeavour to promote positive relationships with parents/carers, governors and members of the wider community
- expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that could be deemed as harassment
- make reasonable adjustments which include the removal, adaptation or alteration of physical features, if these physical features make it impossible or unreasonably difficult for anybody to access
- address any barriers that may impede anybody from having access to services we provide.

## **Types of discrimination**

### Direct discrimination

This is always unlawful and occurs when a person is treated less favourably than others in the same circumstances because of a protected characteristic.

### Indirect discrimination

This can occur when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc. who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

### Harassment

This is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

### Associative discrimination

This is where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic.

### Perceptive discrimination

This is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic.

### Third-party harassment

This occurs where an employee is harassed and the harassment is related to a protected characteristic by third parties such as staff, students, governors, parents, educational advisors.

### Victimisation

This occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under *The Equality Act 2010*, or because they are suspected of doing so.

### Failure to make reasonable adjustments

This is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

## **Guiding Principles**

- We will value each member of the school community as an individual.
- We will not define individuals in terms of labels.
- We will look at ways in which ability/disability is presented through the curriculum and stereotypes.
- We will ensure that ability/disability is not used as a term of abuse.
- Issues relating to ability/disability should be investigated in positive terms.

- We will be aware of the ways in which institutional and textbook language can disempower people.

Individual needs can take many forms and be met in a variety of ways, and so we will ensure that we access appropriate agencies fully.

## **Equal Opportunities in Practice**

In order to achieve the aims of our policy, we will:

1. Formulate policies which address Equal Opportunities in a diverse society.
2. Develop teaching strategies which enhance a positive image for all children and allow them to contribute from their own (cultural) perspective, taking into account the range of cultures and their dynamic nature.
3. Select materials which take into account the achievements and perspectives of differing ethnic groups, women, people with disabilities and from all social backgrounds.
4. Consider the effect of teacher expectation on the performance of all children and offer activities to all pupils which place high demands and expectations on them.
5. Provide children with:
  - (a) experiences which compensate for lack of confidence through stereotyping
  - (b) positive support for making and continuing with choices from which they have previously been excluded.
6. Use a wide variety of groups in and out of the classroom according to purpose and pupil needs.
7. Recognise the importance of language in learning and where appropriate provision for bilingual children to use their home language in the curriculum. This will also increase access to the curriculum and help to develop competence in English.
8. Communicate with parents in appropriate language or language used in ways which take account of their needs.
9. Take account of parental aspirations for their children.
10. Ensure that the organisation of the option system extends choice and encourages children to challenge stereotypical expectations.
11. Examine the pastoral curriculum for inequalities and ensure that the system of rewards and punishments does not detract from the learner's self-image and awareness of the values of others.
12. Incorporate positive action programmes within counselling, guidance and careers information procedures.
13. Evaluate assessment and profiling procedures for gender, language and cultural bias in order to make them fair.
14. Ensure that the content and process of the curriculum guards against the transmission of attitudes which label people as inferior or limited.
15. Offer children the opportunity to examine and discuss with teachers' issues of bias to develop their own strategies for dealing with them in school and into the world of work.
16. Examine the role model presented by and the expertise within the staffing structure of the school and develop appropriate strategies to correct imbalances.
17. Monitor and evaluate the school's performance in equalising opportunities, especially in known areas of concern such as examination entries, successes and school leaver destinations. Modify strategies in the light of the evidence produced.

## **The physical environment**

Our physical environment can reflect equality of opportunity by being a fully accessible school which recognizes and values equality and diversity through displays. Cumulatively, positive attention can contribute significantly to the well-being, security, confidence and identity of all youngsters. Our awareness of such issues will ensure that:

1. Assemblies and other group meetings should consistently emphasise the varied nature of our society and underline our aims of equality and justice
2. Displays in classrooms will have a similar emphasis
3. School rules and regulations should show respect for cultural practices relating, for example, to dress and diet.

## **The Curriculum**

Where appropriate, students will have full access to the full range of the curriculum. Equal opportunity issues will be addressed directly and consistently in the taught curriculum and indirectly in the hidden curriculum.

Equal opportunities will be taken into account in all curriculum planning reviewed annually. Ethnic minorities within the school are taken into account in all aspects of curriculum planning and whole school activities.

The curriculum, explicit and hidden, will, through whole school policies, individual department schemes of work and support programmes:

1. Create an understanding in different environments, societies, systems and cultures across the world.
2. Study the political, psychological, social and economic reasons for racism, equality and justice and consider their present day effects in this country and the world.
3. Encourage students to recognise that each society has its own values and traditions, which will be considered in the context of that society.
4. Develop the concepts and skills, which will allow all students to participate actively in society.
5. Explore and share the ideas, opinions and interests, which derive from a broad range of cultural experience.

## **Resources**

Resources should be free from bias and regularly reviewed to ensure that they are appropriate and effective.

## **Staffing**

The Staff Recruitment Policy embodies the principles of equal opportunities.

All staff are included in the staff development policy.

The performance management process reflects the principles of equal opportunities.

## **Monitoring and Review**

A log of all reported breaches of the Equal Opportunities Policy is kept.

The policy will be reviewed every two years. Changes should be reflected in the school development plan and reported to the Governing Body.  
SLT will monitor the operation of this policy.

### Incidents

Strategies are in place and communicated to all staff for dealing with breaches of Equal Opportunities Policy, and racist incidents will be recorded. Breaches of the Equal Opportunities Policy should be reported using the Incidents Log and these will be treated as disciplinary issues.

### Legal requirements

The equal opportunities policy will assist the governing body to address legal, managerial and social issues from the basis of a statement of commitment to equality, supported by a more detailed policy and procedures for implementation.

### Implementation

The school governing body and school leadership team will:

- carry out its legal duty in complying with the relevant legislation (*including The Equality Act 2010 and the Human Rights Act 1998*);
- endeavour to assess candidates objectively for employment and promotion against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary
- comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability
- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities
- ensure that equality remains high on the school's strategic agenda
- ensure all staff work together with a shared sense of purpose to meet the needs of every student
- ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals
- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- provide equal access to training and development opportunities for all staff, including those who work part-time, on the basis of their assessed training needs
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/carers and students can make;
- equip employees with the skills to provide personal and organisational solutions, to recognise discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure.

## **Policies linked to the Equal Opportunities Policy**

- Anti-Bullying Policy
- Safeguarding Policy
- SEN Policy
- Accessibility Policy.