



The Derby High School
POL013
Equality Policy

2016-17

Audience: Public

EQUALITY POLICY

NOTE:

Most of this information is contained in the Equality Act 2010 and PSED Policy for DHS

As part of our responsibilities, we will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

REVISION LOG

| Change Date | Reason for change | Details | Approved By |
|--------------------|--------------------------|----------------|-----------------------|
| Spring 2012 | Document Created | First Revision | School Governing Body |
| Spring 2013 | Annual Review | | School Governing Body |
| Spring 2014 | Annual Review | | School Governing Body |
| Spring 2015 | Annual Review | | School Governing Body |
| Spring 2016 | Annual Review | | School Governing Body |
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EQUALITY STATEMENT

LEGAL DUTIES

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Bury Children's Service HR on equality in recruitment, selection and employment
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

OUR MISSION

Our vision for the future challenges the notion that Science and the Arts represent two different cultures

We are committed to advocating equality for all groups of learners to advance equality of opportunity and to further good relations for pupils, staff and others using our facilities

We are committed to raise standards of attainment, extend curriculum opportunity, increased take-up in Science and the Arts and to benefit the wider community.

We perceive Science and the Arts to be complementary disciplines contributing jointly to cultural development and the creation of new knowledge.

The promotion of pupils' spiritual, moral, social and cultural development is a key aspect in this respect.

Discovery is the common goal for each discipline, understanding the watchword for both. Scientists and artists alike must nurture a capacity for original and imaginative thought and each must be prepared to embark upon a journey of exploration.

We acknowledge that the skills and thought processes attributed to each discipline are distinctive; we contend that our children must develop abilities in both.

Science is the dominant force of this century. The great advances in science technology - bio-genetics, nuclear fission, birth control and the internet - change the circumstances of our human lives and culture. Our children must have a real understanding of scientific principles and the ability to respond thoughtfully and judiciously to increasingly complex ethical issues.

Our model for the school of the future places equal emphasis on artistic and scientific disciplines and seeks to reach a better understanding of scientific issues through exploration and performance in the Arts.

Through our curriculum we aim to ensure that all pupils have excellent skills in reading, writing, communication and mathematics.

We also aim to enable all pupils to develop:

- Thinking skills, Logic, deduction, investigation and analysis
- Creativity, imagination, communication and performance
- Problem solving, teamwork, initiative and independent learning
- The ability to work flexibly with ICT and new technologies.

Our aim is to provide a curriculum which allows flexibility, diversity and continuity whilst ensuring the highest possible academic standards. The unique partnership of combined specialisms will allow all children to develop their particular talents.

Creating thoughtful, considerate young people who respect the rights of others and demonstrate personal responsibility is a key aim. We seek to equip our children and the wider community, not only to live in our future world, but to shape that future world and create a better tomorrow.

ADDRESSING PREJUDICE RELATED INCIDENTS

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system at <http://portal.irisadapt.com>.

RESPONSIBILITY

We believe that promoting equality is the whole school's responsibility:

SCHOOL COMMUNITY

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| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. |
| Head teacher /Principal | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Management Team | Supporting the Head / Principal as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents. |
| Non Teaching Staff | Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents. |
| Parents | Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling amend as per original |

BREACHES

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITOR AND REVIEW

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body 26th May 2012

Dates reviewed by the Governing Body May 2013, Spring 2014, Spring 2015, Spring 2016