

# Gartree High School



## Equality and Diversity Policy



## GARTREE HIGH SCHOOL

### EQUALITY AND DIVERSITY POLICY

#### 1. Statement / principles

The policy outlines the commitment of Gartree High School and all staff and governors to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, local governors and visitors in the school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality within Gartree High School should filter through 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 our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

In October 2010 the Equality Act came in force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

Race	Religion and belief
Disability	Gender reassignment
Gender	Pregnancy and maternity
Age	Marriage and civil partnership
Sexual orientation	

#### 2. Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Headteacher, alongside the Governing Board. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity;
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
  - a. Pupils' progress and attainment
  - b. Teaching and learning
  - c. Behaviour, discipline and exclusions

- d. Attendance and Admissions
- e. Incidents of prejudice related bullying and all forms of bullying
- f. Parental involvement
- g. Participation in extra-curricular and extended academy activities
- h. Staff recruitment and retention
- i. Visits and visitors

### **3. Policy commitments/objectives**

#### **3.1 Promoting equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

#### **3.2 Promoting equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

#### **3.3 Promoting equality: Ethos and culture**

- At Gartree, we are aware that those involved in leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community;
- There should be a feeling of openness and tolerance which welcomes everyone to the academy;
- The pupils are encouraged to greet visitors to the school with respect;
- The displays around the school will be of a high quality and reflect diversity across all aspects of equality;

- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off-site activities;
- Pupils are given an effective voice through pupil surveys, which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

#### 3.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

#### 3.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Annually an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the academy.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Assistant Headteacher);
- The school reports to the Governing Board in the Headteacher's report the number of prejudice related incidents recorded in the school.

#### 3.6 Promoting equality: Partnerships with parents/carers and the wider community Gartree High School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

## **4 Responsibility for the Policy**

At Gartree, all members of the school community have a responsibility for the promotion of equalities

4.1 The Governing Board has a responsibility for ensuring that:

- The school complies with all equality's legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the Governing Board, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

4.2 The Headteacher and senior leadership team have a responsibility for:

- In partnership with the Governing Committee, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the academy are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

4.3 All school staff have responsibility for:

- The implementation of the school's equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school or recognised training provider.

## School Equality Data – Gartree High School

If at all you feel affected by equality, please contact the school office and we welcome a discussion to see how we can support your experience in school. We acknowledge that affected people could include parents, pupils, staff and members of the local community.

Annual Equality Data for publishing – as of 13/02/2023. Pupil information by protected characteristic

Number of pupils on roll	862
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<b>GENDER PROFILE</b>	Number of pupils	% of pupils
Male	487	56.5%
Female	375	43.5%

<b>DISABILITY PROFILE</b>	Number of pupils	% of pupils
Yes	0	0
No	0	0
Undeclared	862	100%

<b>RACE PROFILE</b>	Number of pupils	% of pupils
Mixed / multiple ethnicity	82	9.5%
White / White British	372	43.1%
Asian / Asian British	290	33.6%
Black / African / Caribbean / Black British	50	5.8%
Other	45	5.2%
Prefer not to say	23	2.6%

<b>RELIGION / BELIEF PROFILE</b>	Number of pupils	% of pupils
Christian	246	28.5%
Hindu	101	11.7%
Muslim	165	19.1%
Sikh	72	8.4%
Methodist	3	0.4%
Roman Catholic	2	0.2%
Jewish	1	0.1%
Other	16	1.8%
No religion / Prefer not to say	256	29.7%

<b>ADDITIONAL INFORMATION</b>	Number of pupils	% of pupils
Pupils with an EHCP	31	3.59%
Pupils Entitled to Free School Meals	103	11.95%
Pupils entitled to Pupil Premium	152	17.63%
Looked After Pupils	11	1.28%
Pupils with English as Additional Language	279	32.37%

Date Single Equality Scheme was approved		
Date School Accessibility was approved		
Date Single Equality Action Plan was approved / reviewed	<b>Approved</b>	<b>Reviewed</b>

*We have chosen not to include information within the summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity. As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity. Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.*