



Hodge Hill Girls' School

Equality and Diversity Policy

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Equality and Diversity Plan 2019 –2020

Equality and Diversity Policy

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex

Discrimination Act. It also provides some changes about which schools need to be aware. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows: Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light touch than previous duties, requiring schools to publish equality information and objectives. Initially this must be done by 5 April 2012, and then periodically updated annually (chapter 5 of the guidance below gives full details).

Note that it is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.

- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing extra support sessions for students who are identified as disadvantaged.

Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

Mission statement

As a small family school, we know and care for every child. We genuinely value and strive to enhance working partnerships with our families and our local community, knowing that in those partnerships lies our greatest strength and best hope of raising the achievement and aspirations of all our children to ensure that we really are "**Educating Tomorrow's Women Today**".

At Hodge Hill Girls School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender and disability and we will use SISRA data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hodge Hill Girls School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. (The school uses the following to assess achievement; Raise on line, SIMs, Sira online Fischer Family Trust and LEA data).

Aims and Values

Hodge Hill Girls' School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Hodge Hill Girls' School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our students can flourish and achieve all five outcomes of '**Every Child Matters**' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community

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- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies and impact assessments with the whole community on the school website
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

Hodge Hill Girls' School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities: The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups

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- monitor attendance and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be pro-active in recruiting high-quality applicants from underrepresented groups.

The Headteacher

It is the Headteacher 's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Community Cohesion

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances.
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships
- Engagement and extended services

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- Learners have a strong voice and opportunities to take responsibility through our Student Council.
- We engage parents through a range of activities, consultation evenings and some focus groups to name but a few. Our pastoral system works with families and staff to improve children's attendance.
 - We have strong links with external agencies including Social Services, Educational Psychologist, Pupil and Student Support, the Health Service, Forward thinking Birmingham, Police and a range of other external services e.g.
- Multi- agency working with voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.
- Integrated support to ensure a personalised service.
- Relevant signposting to other agencies in the community.
- Raising awareness in the community about the range of services on offer at the centre and locally.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to all aspects of equality and disability, we at Hodge Hill Girls' School are considering all aspects of diversity and equality in this comprehensive policy.

Policy planning and development

In the planning and development stage of policymaking, we will ensure we have consulted and taken into account stakeholder views. All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity. There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students / cohorts.

Monitoring and Quality Assurance

Each student's progress is monitored and tracked. The resulting data is analysed in respect of race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.) The data collected is used to inform further school planning, target-setting and decision-making.