

Equality and Diversity Policy

Date Policy due to be reviewed: July 2017

Committee Responsible for Policy: Personnel Committee

Hillcrest School recognises that diversity is a reality of our community that brings significant educational benefits to all students, enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity.

The school recognises that the richness and diversity of culture and experience that we now enjoy is our heritage. It is the schools policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment where:

1. All students are treated with dignity and respect
2. Diversity is valued
3. Stereotypes are questioned
4. Bias, bigotry, prejudice and racism are wholeheartedly rejected.

Procedure

1. General

In accordance with its legal responsibility, Hillcrest School will ensure that there is no discrimination against any pupil for any reason.

It will not segregate or differentiate between individuals on the grounds of:

1. Sex (Sixth Form)
2. Sexual orientation
3. Race
4. Religious belief
5. Disability
6. Social background

Everyone at school will take responsibility for challenging stereotypes and all forms of discrimination.

The school will promote equal opportunity and will investigate all complaints of discrimination.

2. Sex discrimination – See Gender Equality Policy / Equal Opportunities

All applicants for admission to the school, and all pupils of the school, will be treated the same way, irrespective of sex. In particular, the school will ensure that:

1. No attempt is made to balance the number of boys and girls admitted to the school (Sixth Form Consortium)
2. All children have equal access to the National Curriculum
3. Careers advice, interviews and literature are not sex –discriminatory.

All pupils, regardless of their sex will have equal access to:

1. All subjects in the curriculum
2. Work experience placements
3. All forms of community and social service
4. All recreational, sport and social facilities
5. All out of school activities.

3. Sexual-Orientation Discrimination – See Sexual Orientation Policy /Equal Opportunities

The school will not discriminate directly or indirectly against anyone because of her / his actual or perceived sexual orientation.

The school will not tolerate the harassment or victimisation of anyone because of her / his actual or perceived sexual orientation.

The school will promote equality of opportunity for all students regardless of their sexual orientation. This is included in its equal opportunities and behaviour policies and the curriculum.

The school is committed to providing a safe environment for all pupils and will apply the schools anti-bullying policy to deal with all instances of homophobic bullying or abuse. Homophobia is a dislike or fear of someone who is, or is perceived to be lesbian, gay or bisexual. Reaction can vary in intensity from passive resentment to active victimisation.

The school will follow the DfES' Sex and Relationship Education Guidance, which makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

4. Racial Discrimination – See Race Equality / Equal Opportunities

The school will promote equal opportunity and good race relations, and will not discriminate against anyone on the basis of:

1. Race
2. Colour
3. Nationality or citizenship
4. Ethnic or national origin.

The school will not tolerate any form of racial discrimination, racial harassment or inciting of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

5. Religious Discrimination – see LEA guidelines on religious discrimination.

The school recognises respects and values the various traditions, customs and rules of different religious groups and will not discriminate against any pupil on the grounds of his or her religion or belief.

The school understands that for religious reasons certain pupils might wish to behave in ways that are contrary to accepted school rules. Every effort will be made to meet the sincere wishes of these pupils.

The school undertakes to tailor collective worship and religious teaching to reflect the particular racial and religious mix in the school. In the event that the number of non-Christian children in the school makes the statutory requirement for a broadly Christian worship inappropriate, an application will be made to the local Standing Council for Religious Education for partial or total exemption.

6. Disability Discrimination – See Disability/Equal Opportunities policies.

The school will not tolerate any form of discrimination against disabled pupils. This includes the use of any derogatory term to indicate the disabled persons supposed mental capacity.

No assumptions will be made about the general abilities of people who are disabled. The school will bear in mind that a child with special education needs (SEN) is not necessarily disabled and that a disabled child does not necessarily have SEN.

The school will make every effort to ensure that its premises are accessible to people with all kinds of disabilities.

The school will produce an accessibility plan detailing the planned improvements that will be made for:

1. Increasing the access of disabled pupils to the school curriculum
2. Improving the access of disabled pupils to the physical environment of the school
3. Improving the delivery of information to disabled pupils.

GENDER EQUALITY POLICY

The school's role and how we will meet the General Duty & Specific Duty

The school recognizes that it has a key role to play in actively promoting equality of opportunity for all people, irrespective of gender not only in its core function of educating pupils, but also in the employment opportunities it provides, and in the increasingly diverse range of services it provides to the wider community. In order to be able to increase the attainment of all pupils, it will be necessary to provide all pupils with the opportunity to reach their full potential. To secure a truly representative and valued workforce, it will be necessary to encourage and support all people to seek employment with the school. And in order to make sure that all the services and facilities provided by the school are welcoming to all people, the school will need to ensure that the organisations we work with and procure services from also promote equality of opportunity where applicable.

The school's Gender Equality Policy indicates the commitment of the school to promote genders equality in every area of school life and in all management practices and policy development.

The production of this gender disability equality scheme provides us with the framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the general duty of promoting gender equality in the school.

- Hillcrest School is determined to ensure gender equality in its establishment to promote gender equality in its role in the community leading by example in all it does.
- Our Gender Equality Policy complements our Equal Opportunities Policy, Race Equality Policy and Disability Equality Scheme, Sexual orientation Policy, Anti-bullying Policy, Child protection Policy.

Our Gender Equality Vision

- We will:
 - Promote gender equality so that females and males work in or are educated in the school can enjoy their full human, social and political rights free from discrimination.
 - Challenge and eradicate sex discrimination.
 - Provide responsive, inclusive and accessible curriculum, facilities, practices and services for all.
 - Embrace the school's diversity as a source of strength and opportunity .
 - Help to increase active participation in public, civic and community life for all groups of children.
 - Give significance to the concepts of equality, inclusion and diversity both in school policy and school development.
 - Encourage good practice wherever possible in the work of other agencies, etc, with which the school associates.

Our Comments

- We will:
 - Gain a thorough understanding of the different concerns, experiences, capacities and needs of females and males (sixth form), to shape the way we analyse, plan, implement and evaluate our work.
 - We will, in our employment practices, service delivery and partnerships, identify and respond to all forms of gender stereotyping, discrimination and sexism.
 - Monitor our policies, functions, services and practices to ensure that they are fair.
 - Carry out equality impact assessments where appropriate to assess the effects of what we plan for pupils and staff.
 - Develop and implement realistic and relevant gender equality actions and monitor progress regularly.
 - Be fair to all employees irrespective of their gender and provide equal training, development and promotion opportunities.
 - Be fair to all parents, carers and visitors to the school irrespective of their gender.
 - Develop and train employees to ensure everyone understands what the gender equality duty is and its meaning for their work and their roles and responsibilities.

Background Information

The school is committed to inclusion and believes that all children should have the opportunity to succeed in life (EMC).

The school has a Deputy Headteacher responsible for inclusion and well-being and an Assistant Headteacher responsible for co-ordinating the transition process. A coordinated approach to transition has been developed and refined, to ensure that children with special or additional needs are identified prior to transition and that the school is aware of any special provision, or reasonable adjustments, which an individual might require. Parents who may be considering applying for their child to attend the school are also welcome to contact the school themselves to discuss any particular issues or concerns, The open Evening and Induction Evening both provide further opportunities for parents to inform the school about any needs their child might have. Where Pupils join the school at other times of the year, initial interviews with the parents or careers enable them to notify the school about any special needs. Further opportunities for communication are provided through the school planner system and by Parents' Evenings, so that any issues that develop during a pupil's school career can also be dealt with.

- The school has a well-established pastoral system through which pupils can raise any concerns.
- The school engages a wide range of external agencies to allow us to raise and gain appropriate support with any concerns they may have.
- The school has regular school council and year council meetings at which issues of concern to pupils can be raised.
- Pupils and parental surveys are carried out through which satisfaction with the educational experience can be monitored.

Recruitment of staff is in collaboration with the LA and all its relevant policies and schemes.

Visitors

All visitors will be treated fairly and irrespective of gender.

Procurement, Lettings etc.

As far as the school has control over outside agencies and parties it will try to ensure that gender equality is built into any contractual arrangements with the school.

Using information

Information will be gathered to assess the impact of the schools' policies, plans and actions.

It will inform the reviews of the scheme and provide the basis for the development of subsequent Gender Equality policies.

Impact Assessment/Success Criteria

Expressions of confidence in the school's abilities to deal with gender related issues.

Staff and pupils confidence in opportunities to voice opinions or concerns.

Staff and pupil's awareness of employment issues related to gender.

Results from satisfaction surveys.

Feedback from groups.

Achievement of pupils.

Review and Revision (and publication)

Review will be ongoing with annual revision as necessary including publication of:

- Steps taken over the previous year
- Information gathered over the year and what the information indicates
- What further actions will be taken as a result of the information gathered

Responsibility

The prime responsibility for making sure the duty is met lies with the school governing body. However, in practice, the Headteacher and Leadership Group, with support from staff, pupils, parents and carers and members of the wider school community, will all need to play a role to ensure the duty is met.