

HAMPTON ACADEMIES TRUST: EQUALITY FOR PUPILS POLICY

The school is committed to equality of opportunity and access and regards all pupils as being of equal worth and importance, to all, regardless of:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age
- Gender reassignment
- Pregnancy and maternity

(together, the “protected characteristics”.)

Inclusion and equality of opportunity are central values which underpin all of our operations. We believe that the active promotion of diversity within an overarching equality of opportunity enriches the lives and experiences of all pupils at the school.

The school recognises that its community is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures, and seeks to retain a pupil intake from within the geographical base in the catchment area and beyond. The school is committed to the principle that all pupils should be treated with dignity and respect.

The school aims to:

- Deal with all incidents of prejudice, intolerance and/or discrimination
- Meet all our pupils’ needs, encourage them to achieve their full potential, and raise educational standards
- Raise awareness of, and to celebrate, cultural diversity and prepare pupils for a life in a culturally diverse society
- Promote the equality of opportunity for all pupils to progress as rapidly as possible
- Provide an appropriate learning experience for all pupils, whatever race, ethnicity, culture, gender, religion, sexual orientation, ability or social situation
- Develop a culture which values everybody and provides the opportunity to learn in an environment free of prejudice
- Ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with pupils and colleagues reflects this responsibility at all times
- Ensure that pupils, staff and parents are not adversely affected in any area of the school’s activities on grounds of diversity

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- Take specific action to tackle any differences between sub-groups such as racial groups, in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment

Create an ethos in which these issues can be discussed openly by the whole school community, including parents.

Use opportunities through assemblies to deal with issues of prejudice and the importance of the values of inclusiveness, community, equality, and mutual respect

Consider the equality implications whenever it is taking significant decisions or developing policy.

Public Sector Equality Duty

The school fully recognises its public sector equality duty under section 149 of the Equality Act 2010. The school will, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a “protected characteristics’ and people who do not share it; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- The school will keep a written record to show where it has actively considered its equality duties and asked relevant questions.

The school also recognises its specific duties to:

- Publish information (which will be updated annually) to demonstrate that it is complying with the public sector equality; and
- Prepare and publish equality objectives every four (4) years.
- The school will publish equality information on its website.

Curriculum

Equal opportunity for all is evident in the delivery of:

- The formal curriculum (programme of lessons)
- The informal curriculum (extra-curricular activities)
- The ‘hidden’ curriculum (the ethos of the school, eg. the quality of personal relationships)

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All pupils are entitled to equal access to all areas of the curriculum.

Learning materials will be free from bias and suitably differentiated to enable full access to the curriculum by all pupils.

The PD (PSHE) Curriculum, which includes Sex and Relationship Education (SRE), and other curriculum areas promote the value of diversity and deal with the problem of prejudice and its effects. Staff must remain cognisant of all equal opportunity issues. Staff will respond positively to the individual needs of all pupils. Curriculum planning and Schemes of Work will demonstrate strategies, teaching and learning styles and resources which enable all pupils, regardless of their ability and personal characteristics, to maximise their performance and achievement. * see *Accessibility Plan for Disability Provisions*.

Extra-Curricular Activities/Enrichment Programme

We will endeavour to provide a range of activities to meet the needs of all pupils. All pupils are encouraged to access the full range of extra-curricular activities. Provisions to support participation may need to be agreed e.g. changing facilities. Specific school Accessibility Plans outline support and provisions made available to all pupils to enable full engagement with chosen activities. Where provisions are not explicitly described in the Accessibility Plan school staff invite parents/carers to a meeting to discuss the individual needs of their child and plan to support access and enjoyment of chosen activities. (See SEN-D/inclusion policy).

Staff's Role in Equality for Pupils

The school recognises the need to actively protect all children and adults who may be vulnerable because of their disabilities or characteristics. Staff and pupils will work together to eliminate discrimination, harassment and victimization.

The school is committed to an equal opportunity recruitment policy and equality for staff is dealt with under the Equal Opportunities for Staff policy.

The school will:

- Provide training and support to staff in carrying out their responsibilities under the policy
- Insist that all members of staff challenge inappropriate racial or stereotypical comments both in and out of the classroom
- Regularly examine the content of resources to ensure that negative images are not portrayed
- Create an ethos in which these issues can be discussed openly by the whole school community, including parents

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- Use opportunities through assemblies to deal with issues of prejudice and the importance of the values of inclusiveness, community, equality, and mutual respect
- Deal appropriately with any incidents of discrimination
- Where appropriate, consult with local governors, parents, staff and pupils as regards the likely impact of proposed policies for the promotion of equality
- Work with local agencies (e.g. local authority, police) to assist in fostering equality of opportunity through any local initiative

Pupil Conduct

- Pupils are encouraged to promote a climate of understanding, tolerance and harmony and report any occurrence of discrimination.

Incidents between pupils

- Evidence of negative incidents, whether between pupils; staff or pupils and staff, will be dealt with immediately and the Behaviour Policy will be applied where applicable
- All incidents will be dealt with, ensuing actions will be recorded in writing
- An immediate referral will be made, in writing and as soon as possible, to the appropriate Class Teacher, Form Tutor, Head of Year/Head of House, Head of Department, Phase Leader or a member of the Senior Leadership Team (SLT).
- The perpetrator(s) will be made fully aware of the reasons why such behaviour is unacceptable and given the opportunity to review and modify their inappropriate behaviour as part of a long term strategy.
- The victim(s) will be provided with support (short or long term) and be kept informed of any action being taken on their behalf.
- The parents or carers of both the perpetrator(s) and victim(s) will be informed immediately by telephone, then later in writing, of the incident and the action being taken.
- The parents or carers of the perpetrator(s) may be requested to visit the school in order to discuss the incident.
- The parents or carers of the victim(s) will be given the opportunity to visit the school and discuss the incident.

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Incidents involving Staff and Pupils

- Any incidents of inappropriate behaviour or offensive remarks concerning protected characteristics will be recorded immediately, in writing, and referred directly to the SLT and usually dealt with by the Head of School. Governors and/or the HAT senior HR advisors may be consulted.

Incidents concerning Parents or Visitors to the school

- Whenever possible, staff will challenge any inappropriate behaviour or remarks
- Matters of major concern will be referred directly to a member of the SLT.

Pregnancy and Maternity

Any pupil becoming pregnant during their statutory education years will be supported to complete their education:

- A risk assessment will be completed to ensure that all physical access arrangements are in place
- A referral will be made to the school nurse and the appropriate local service supporting teenage mothers
- A mentor will be identified to ensure protection of the pupil's physical, emotional and social needs in the school. The mentor will liaise with home and external agencies (this will usually be the SENCo)
- Staff will work with external agencies to secure an appropriate educational setting for the later weeks of pregnancy and early maternal weeks, if needed.

Admissions

The school Admissions Policy complies with the Admissions Code and welcomes a diverse pupil population. This encompasses all abilities, aptitudes, social backgrounds and any of the protected characteristics apart from age, which is not a protected characteristic as it applies to pupils in schools.

Uniform

In implementing its uniform policy, the school has regard to its duty not to discriminate on grounds of the protected characteristics. The school uniform and staff dress code make provision for religious diversity. The school will consider written requests from parents for variations in the uniform on religious grounds or on the basis of other protected characteristics. The Head of School may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

Any complaints regarding the school's decision in this regard should be raised in accordance with Trust's Complaints Policy.

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Ethos

Display

Posters and display materials in corridors and classrooms will, as appropriate, reflect the composition of the school.

Visitors, Parents and Local Community

Positive role models will be encouraged to actively participate in school life:

- Members of the local community will, whenever possible, be involved in the planning and delivery of the curriculum and in extra-curricular activities
- Whenever possible, interpreters will be present at Parents' Evenings and at parental meetings, as needed
- Communications with home will be produced so as to be accessible by a parent/carer notwithstanding a protected characteristic they may hold.

Library/ Learning Resource Centre

The school's Library/Learning Resource Centre will reflect the composition of the school and the varying cultures and lifestyles in the world today.

School Meals

All members of the school community are entitled to a balanced diet. Pupils with Care Plans stating special dietary needs will be appropriately catered for, where possible. The school recognises that pupils of certain faiths will also have specific dietary requirements and the school will act in accordance with its duties under the Equality Act 2010 to provide appropriate meals for such pupils.

Responsibilities

The Hampton Academies Trust

The Trust is responsible for ensuring that the school complies with legislation and that this policy, and its related procedures and strategies, are implemented. The Trust will monitor and review the working of the policy and procedures by allocation of duties to senior school staff and to the governing body or its committees.

The Head of School

The Head of School is responsible for:

- Making sure the policy is readily available and that the staff, pupils and their parents and guardians know about it
- Making sure the policy and its procedures are followed

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- Ensuring that all staff are aware of their responsibilities and are given support when taking appropriate action
- Taking appropriate action in cases of discrimination
- Presenting general reports, statistics and incident reports to the governing body and its committees as agreed
- Ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged or vulnerable pupils.

SLT

It is the responsibility of SLT to ensure that:

- Strategies are implemented to raise performance, aspirations and self-esteem
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all pupils
- They evaluate the impact of additional support on standards achieved.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance.

Monitoring

The school is committed to:

- Collecting information about pupils' performance and progress, analysing it and using it to examine trends
- Monitoring intake and analysing it and using it to examine trends
- Since this document informs all development plans, individual teams are responsible for the monitoring process.

APPROVED BY GOVERNORS:

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SIGNATURE **NAME** **DATE**