



Poole High School

VALUED • INSPIRED • EMPOWERED

EQUALITY POLICY

Staff Link	Mrs S Phillips	Review Date	July 2023
Governor Link	Mr S Bullen	Next Review	July 2024
Policy No:	20	Subsequent Reviews:	Annually

AIMS AND VALUES

Poole High School is a welcoming community where everyone is highly valued 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 Poole High School we aim to promote equality and tackle any form of discrimination. We 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 recognise our contribution towards positive community cohesion.

We aim to:

- provide a secure environment in which all our students can flourish, be healthy, stay safe, enjoy and achieve, while making a positive contribution to the school community and beyond
- 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
- 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 gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity; by actively challenging discrimination and potential disadvantage
- make inclusion a thread which runs through all our activities.
- eliminate all bullying and unlawful discrimination on any basis
- provide a secure environment in which all our children can thrive and achieve all of the outcomes of *Keeping children safe in Education*

Our current objectives are

- To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.
- To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residentials and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.

- To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.
- Ensure that high quality teaching secures good achievement for all and that we thereby narrow gaps between pupils who receive pupil premium funding and those who don't

To achieve these aims we will:

- involve all stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- collect and analyse data to ensure all groups are progressing well and no group is subject to unforeseen disadvantage
- use all available information to challenge all students in their learning, 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 ourselves and others.
- publish and share school policies to the whole School community
- operate a clear zero tolerance policy towards abusive or discriminatory behaviour

Leadership, Management and Governance

Poole High 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 full potential
- working in partnership with families, the local authority and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality Policy is followed.
- the school is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:
 1. Communicating its commitment to equality and diversity to all members of its community
 2. Ensuring all staff and pupils are aware of the aims of this policy
 3. Briefing for staff and pupils on the Equal Opportunities Policy
 4. Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
 5. Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

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
- scrutinise the recording and reporting procedures at least annually
- follow the local authority's Admissions policy, which is fair and equitable in its treatment of all groups
- 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 under-represented 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 within the School, be it by staff, pupils, parents or visitors
- deal with any reported incidents of harassment or bullying behaviour in line with local authority guidance
- ensure that all visitors and contractors are aware of, and comply with, the school's Equality policy

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 behaviours
- 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.
- positively role model inclusive behaviour

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 that extend beyond the school.

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 local authority as required.

Concerns and complaints

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Head of Year/Year officer.

Any pupil who harasses another pupil on the grounds of any type of discrimination will be subject to the School's disciplinary measures in accordance with the School's Behaviour Policy.

If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

The Legal Framework

Discrimination can take the following forms. Including:

- Direct Discrimination – This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

- Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.