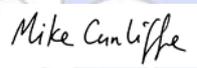


# Hillside High School



<b>School:</b>	Hillside High School
<b>School Link:</b>	Amanda Ryan
<b>Date of Governing Body Review:</b>	July 2020
<b>Next Review Due:</b>	July 2021
<b>Signed:</b>	
<b>Chair:</b>	Mike Cunliffe
<b>Principal:</b>	Amanda Ryan

## **Purpose**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. At Hillside High School we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, pupils and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

## **Objectives Statement**

We want to foster mutual tolerance and our aim is for everyone to feel safe, welcome and valued within the school community. We will do this by actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.

The school will ensure that:

- All pupils have opportunities to achieve their potential.
- Expectations of all pupils are high and we fulfil 'Excellence in the Heart of the Community' for all.
- All pupils have access to and can make full use of, the school's facilities and resources.
- It reflects the community it serves and responds to its needs.
- All pupils are prepared for life in a diverse and multi-ethnic society.
- All pupils understand the meaning of prejudice, how discrimination occurs and how to take a stand against these.
- It has a positive ethos and environment.
- Racist, hate and discriminatory incidents are dealt with effectively.
- Inclusion issues are taken seriously and are considered in all aspects of school life.

## **Equal Opportunities**

All pupils and adults within the school have a right to be treated with respect. This includes a right:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-

identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

- To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
- To physical, emotional and verbal respect, free from violence, bullying and abusive language
- To respect for grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.
- To freedom from sexual comments or harassment and inappropriate use of humour
- To the safety of their property
- To equal opportunities in relation to course access, recruitment, access to extra-curricular activities and, school visits.

*With full regard to the Equality Act 2010 we will protect any pupil taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).*

## **Strategies**

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Governors are trained in these areas and have a full understanding of their commitment to Equality.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the Equality Duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognized.
- To ensure that we welcome different families, including those with same sex parents.
- To ensure that separated parents are treated equally.
- To ensure that views of all stakeholders are gathered and evaluated, with areas for development actioned.

Pupils and adults within school are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non-intervention will be viewed as agreement.

## **Support**

Support is available for pupils from their, class teacher, Subject Leader, Form Tutor, Progress Leader, Home Liaison Team, members of the school's Leadership Team, the Principal or any trusted adult.

Some pupils may access the Inclusion Base staff or key workers as sources of help.

The curriculum at Hillside High School will incorporate multi-faith teaching, learning about other cultures and teaching about LGBT+. This universal approach may include visits to places of worship, sites of specific religious/cultural interest, and the use of speakers from different faiths and cultures. The SMSC programme is wide and varied and covers many topics such as bullying, understanding LGBT+ and road safety.

Hillside High School welcomes its duties under the Equality Act 2010 and the Disability Discrimination Act 2005. We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups, communities and LGBT+ groups.
- Eliminating unlawful discrimination.

In order to achieve these criteria we are guided by the following principles:

- Every pupil should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world.

- Every pupil should have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being in accordance with the Every Child Matters agenda.

These principles apply to the full range of our policies and practices, including those which are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Admissions and attendance
- The curriculum content
- Staff and Governor recruitment and professional development
- Partnership with parents and communities

The school is opposed to all forms of prejudice including racism, sexism, homophobia, biphobia, transphobia and xenophobia. This includes prejudice which is directed towards religious groups and particular communities, for example, travellers, refugees and asylum-seekers. The school hopes through education and knowledge to teach respect, tolerance and understanding towards different beliefs, cultures and lifestyles. Racist/sexist/LGBT+ jokes will be regarded as any other form of bullying and dealt with as such.

### **Religious Observance**

We respect the religious beliefs and practices of all staff, pupils and their parents, and will comply with all reasonable requests relating to religious observance and practice.

### **Breaches of policy**

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and the governing body.

### **Monitoring and Evaluation**

Lists of all pupils of ethnic minorities and Children in Care should be held centrally and the following data should be collected and evaluated by both sex and ethnicity:

- Examination results.
- Attendance.
- Bullying incidents.
- Exclusions – both internal and external.
- Destinations at end of 11-16 education (as appropriate).

## Responsibilities

The Governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented.

The Principal is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities by presenting all staff with the updated policy. The Senior Leadership Team are responsible for ensuring that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school development plan. They are responsible for taking appropriate action in any case of unlawful discrimination. All staff are expected to deal with any bullying incidents that may occur; to know how to challenge bias and stereotyping, and to incorporate principles of equality and diversity into all aspects of their work. In the case of support staff the appropriate action will be to report to their Line Manager and to document the incident appropriately.

(This policy can be read in conjunction with the Behaviour for Learning and Anti-Bullying Policies.)

## School Characteristics (as of 1<sup>st</sup> October 2020)

Characteristic	Breakdown
Number of pupils	639
Number of staff	82
Number of governors	10
Pupil Mobility	(01/09/20 – 01/10/20) 9 pupils left, 10 pupils admitted = net difference of +1
Free School Meals	274 pupils (43%)
Eligible for Pupil Premium	340 pupils (53%)
Children in Care	13 pupils
Care Leavers	8 pupils
Ethnicity	100 pupils (16%)
English as an additional language	79 pupils (12%)
Special Educational Needs	119 pupils / 7 pupils EHCP
Attendance	91.3%

## Compliance with Public Sector Equality Duty (PSED)

As a school we are committed to giving all of our pupils every opportunity to achieve the highest standards. We are committed to ensuring that positive action is taken where necessary to ensure the ethos of the school celebrate individuality with not only pupils but with staff, governors,

parents/carers and visitors. All concerns around a breach of these expectation are taken seriously and investigated fully. All concerns are recorded and kept on file.

At Hillside High School we are committed to promoting an equal and diverse community and ensuring that we promote individuality.

- Raise awareness of individuality through assemblies, SMSC curriculum, form time, outside agency presentations
- Participate in both local and national initiatives such as Anti bullying week, Mental Health Awareness week.
- Seek support from outside agencies to support the needs of our community such as LGBT+ community.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Use the school's IDSR (Inspection data summary report) plus internal school tracking to compare school's data to national data to identify variation within various groups.

Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Hillside High School promotes good relations between people in many ways:

- School Ethos – “Excellence in the Heart of the Community”.
- Raising awareness of groups who are not represented throughout the school.
- Opportunities available through SMSC curriculum.
- Expectation that pupils respect all members of staff irrespective of their roles and responsibilities.
- Behaviour policy
- Anti-bullying policy
- Involvement in local communities
- Providing visiting speakers and presentations for our pupils.

## **Our Equality Objectives 2020/2021**

- To ensure that the needs of all children, including vulnerable children, are met and are not disadvantaged due to their colour, race, nationality, disability, beliefs, sexual orientation or gender identity.
- Ensure all have equal access to all aspects of the curriculum and that all are making good progress.
- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities with particular reference to issues with equality and diversity.

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- To promote cultural development and understanding through a rich range of experience both in and beyond the school.
- To avoid deterministic notions of fixed ability and to model teaching and learning behaviours that develop an open mind and avoid labelling.
- To ensure that children have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law through direct teaching and collective worship.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To teach a range of strategies to aid resilience in relation to mental and emotional health.
- To raise pupil awareness of equality and diversity and further develop global awareness through our links with other schools and countries.
- To ensure that we welcome different families.
- To ensure that separated parents are treated equally.
- To ensure that views of all stakeholders are gathered and evaluated, with areas for development actioned.
- Staff will further develop their ability to identify attainment and progress of different groups and will put actions into place to ensure that any differences diminish.