

Equalities Policy

Darland High School



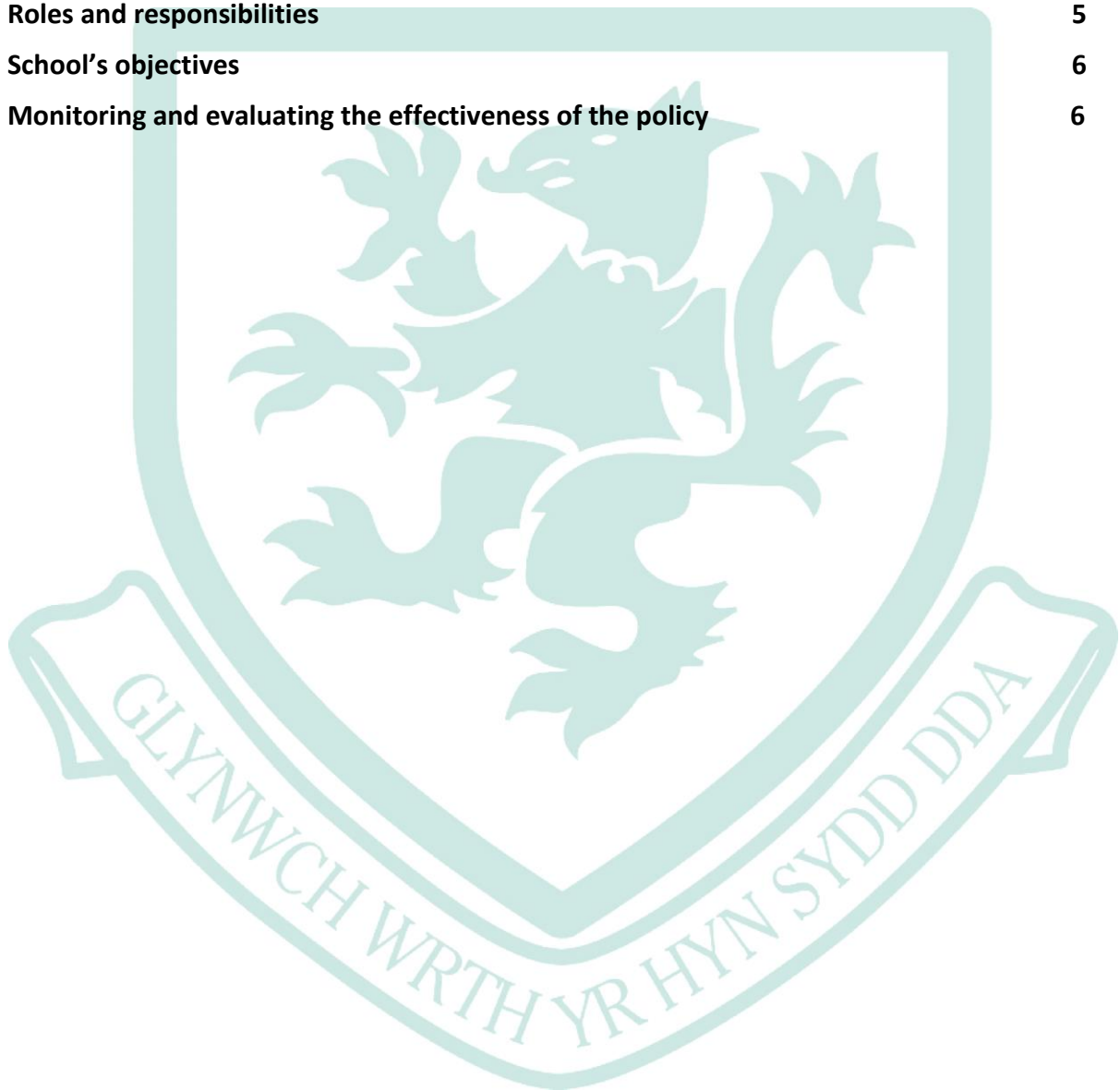
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Contents

Introduction	3
Scope	3
Employment	4
Promoting equality of opportunity and fostering good community relations	5
Roles and responsibilities	5
School's objectives	6
Monitoring and evaluating the effectiveness of the policy	6



Introduction

Darland High School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. We recognise our obligations under the Equality Act 2010 and we are committed to promoting equality and diversity and will combat all forms of discrimination and harassment.

Scope

The following groups are recognised as key recipients in terms of the provision of this policy:

All students, employees and volunteers:)::

- ◆ from an ethnic group, including those from Gypsy, Roma, Traveller background, asylum seekers and refugees
- ◆ with Special Educational Needs / Learning Difficulties, Disabilities and Mental Health issues
- ◆ who have faith or none
- ◆ who are Lesbian, Gay or Bisexual Who are gender questioning / going through transition or are transgendered people
- ◆ who have English as an additional language (EAL)
- ◆ who are Looked After Children Who are in receipt of free school meals and/or live in areas of deprivation
- ◆ who are young carers, Who are school age / teenage parents
- ◆ who are excluded or at risk of exclusion Who are offending or at risk of offending Who are trade union members or are politically affiliated

This policy and associated procedures apply to all staff (including volunteers and students on placement) Governors, students and visitors and should be read in conjunction with the following policies:

- ◆ Strategic Equalities Policy
- ◆ Additional Needs Policy
- ◆ Anti-Bullying Policy
- ◆ Professional Development Policy
- ◆ Pay Policy
- ◆ Recruitment and Selection Policy
- ◆ Grievance Policy
- ◆ Complaints Policy
- ◆ PSE and ESGDC Policy

Failure to comply with these policies and procedures may result in disciplinary action.

Employment

As an employer, Darland High School has adopted the employment policies and practices of Wrexham County Borough Council. Darland High School – Equalities Policy – November 2022 Page 2 of 4 The aim is to create a working environment that promotes dignity and respect for all. This commitment includes training staff and governors about their rights and responsibilities.

We commit to taking action to promote equality and combat discrimination by: Ensuring that all staff (including Governors) involved in recruitment and selection are trained in equal opportunities practices and that procedures are fair, honest and open. Providing equality of access to opportunities for training and professional development.

Seeking to make reasonable adjustments where there is a need to ensure that a disabled person has the same access as a non-disabled person, as far as is reasonably practicable.

Embedding the principles of equality and diversity in Curriculum development, including preventing bullying, raising attainment for identified groups, prevention of discrimination against or victimisation of any young person in the provision of education or access to any benefit, facility or service (e.g. educational trips).

Investigating all complaints of bullying, harassment or victimisation in accordance with the schools procedure and may lead to formal disciplinary action.

Monitoring key outcomes (e.g. attainment) and procedures (e.g. exclusion) against the range of protected characteristics.

Promoting equality of opportunity and fostering good community relations

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school for our staff. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the school
- Supporting training measures for under-represented groups of staff
- The use of job-sharing and flexible working arrangements wherever practicable
- Exploring the availability of childcare facilities in the area which can be made available to employees in the school
- Exploring the possibility of career breaks for parents and carers to promote a healthy work-life balance

We believe that everyone should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for students to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that all students achieve to their full potential. The school will examine its practices to ensure that all students are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Its examination will include the awareness and use of appropriate teaching and learning styles.

The curriculum is crucial to tackling inequalities for students including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.

Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Darland High School is the Headteacher.

The role of the designated person is to:

Create an environment in which all members of the school community are expected to treat one another with mutual respect, dignity and tolerance

Ensure that Darland High School complies with equalities legislation

Ensures that all policies, practices and procedures associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented

To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, students and others who may come into contact with our school community

Ensure that all staff are aware of and follow Darland High School's policy and receive appropriate training in accordance with their role and responsibilities

The role of Coordinator for Equal Opportunities will be the Assistant Headteacher, pastoral

The role of the designated person is to: co-ordinate the school response to and reporting onwards to the LA of racist incidents report forms •

- ensuring that training in equal opportunities work is available to all members of staff
- monitoring and evaluating the effectiveness of the Policy and reporting on this to the Governing Headteacher and Governing Body
- planning in the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society

It is the responsibility of all staff to: Plan and deliver an academic and social curriculum that promotes racial harmony and prepares students for living in a diverse and increasingly interdependent society Treat colleagues, students, visitors and others who they come into contact with dignity and respect, and avoid behaving in a manner that may give rise to claims of discrimination, harassment or victimisation Support and participate in any measures introduced to promote equality and diversity Actively challenge discrimination and disadvantage in accordance with their responsibilities Report any issues associated with equality and diversity in accordance with this policy

School's objectives

The aims of this policy will be met by:

1. Promoting the principles and practices of equality and justice throughout the school

1.1 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision

1.2 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination. In doing this, staff have a duty to challenge instances of discrimination and inappropriate speech or behaviour, witnessed among the school community.

1.3 Staff have a responsibility to create an ethos of inclusion in their teaching and in their contact with children, where minorities are normalised.

1.4 All Schemes of Work must contribute towards creating an ethos of inclusivity, and equality where stereotypes are challenged.

1.5 Comply with Equality and Human Rights legislation and meet Estyn criteria for Inclusion

2. Identifying and removing practices that may result in direct or indirect discrimination

2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work

2.2 Monitor and evaluate by gender, disadvantage, SEN, ethnicity and disability

- ◆ access to educational opportunities and services
- ◆ attainment
- ◆ curriculum, teaching and learning
- ◆ exclusions
- ◆ punishment and reward
- ◆ membership of the governing body
- ◆ parental involvement
- ◆ staff recruitment, retention and career development

2.3 Monitor and evaluate annual data on the number and type of racist incidents in school

2.4 Ensure that families for whom English is an additional language have materials about school and the curriculum translated into their languages, where appropriate.

2.5 Ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups
2.6 Work towards meeting the Commission for Racial Equalities (CRE) standards for racial equality in schools, set out in 'Learning for All' An Anti-Racist Wales: The Race Equality Action Plan for Wales

Monitoring and evaluating the effectiveness of the policy

A range of information, including quantitative and qualitative data, will be used in the annual School Self Evaluation of Key Question 2. The action points arising from this report will form the basis of the School Development Plan. Faculty Coordinators will contribute towards this process by evaluating the extent to which Equal Opportunities have been progressed as part of the annual monitoring cycle of their subject areas.

Data will be used to inform planning and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes.

