



EQUALITY POLICY

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Norton Canes High School Values: Pride, achievement, respect, kindness, teamwork.

Safeguarding Statement

At Norton Canes High School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Norton Canes High School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Statement of intent

1.1 This policy follows [The Equality Act 2010](#) and DfE guidance ([The Equality Act 2010 and Schools, May 2014](#)). It includes advice from Ofsted's Common Inspection Framework.

1.2 The policy outlines the commitment of the staff and governors of Norton Canes High School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff
- Visitors to school
- Students on placement

We recognise that community members may belong to vulnerable groups including the key protected characteristics:

- Age
- Sex
- Disability
- Ethnicity
- Gender Reassignment
- Religion or Belief
- Sexual Orientation
- Marriage or Civil Partnership
- Pregnancy or Maternity

In addition to which community members may also belong to the following vulnerable groups:

- disabled children and learners and those who have special educational needs
- children and learners in specialist provision
- boys/men
- girls/women
- the highest and lowest attaining children and learners
- children and learners for whom English is an additional language
- children and learners from minority ethnic groups
- Gypsy, Roma and Traveller children and learners
- lesbian, gay and bisexual children and learners
- transgender children and learners
- young carers
- children and learners attending alternative provision
- children and learners with medical conditions
- disadvantaged children and learners
- children looked after and care leavers
- older learners
- children and learners of different religions and beliefs
- ex-offenders
- teenage mothers
- other vulnerable groups including students who may need support due to adult's marriage or civil partnership status.

1.3 We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth.

- 1.4 At Norton Canes High School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.
- 1.5 We are committed to giving all our pupils every opportunity to achieve the highest of standards. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

2. Equality Objectives

Our objectives as a school are:

- To raise achievement of boys, SEND and disadvantaged students
- To increase participation of disadvantaged students in enrichment activities

3. Linked Policies/Documents

3.1 The following school documents are linked to this policy.

- Accessibility Plan and Audit
- SEF
- School Improvement Plan
- Staff Code of Conduct
- Statement on Pupil Premium Funding – use and impact
- British Values policy
- Bullying Policy
- Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Safer Recruitment Policy
- Curriculum Statement
- Personal, Social, Health, Economic (PSHE) Education

4. Promoting Equality through Teaching & Learning and the Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.

- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Provide opportunities for pupils to reflect on the commonality between humans, irrespective of culture, religions, lifestyles and world views.
- Provide opportunities for pupils to learn about the importance of human rights/children's rights and how these rights are enshrined in international and UK law to protect us from discrimination and inequality.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development.
- Promotion of British Values across the curriculum linked with school values and virtues.
- Seek to identify opportunities to teach SMSC explicitly (Social, Moral, Spiritual and Cultural) within the taught curriculum and wider co-curricular offer.

5. Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special /additional educational needs and disability. We aim to meet all pupils' learning needs including the higher ability by carefully assessed and administered programmes of work (see SEND Policy).
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

6. Curriculum

At Norton Canes High School we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

7. Ethos

7.1 We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

7.2 There should be an 'openness' of atmosphere which welcomes everyone to the school.

7.3 Students are encouraged to greet visitors to the school with friendliness and respect.

7.4 Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

8. Resources and Materials

The provision of good quality resources and materials within school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexual diverse society.
- Reflect a variety of viewpoints and life choices.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Encourage all children to feel part of a wider British identity.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the school community (i.e. displays at a range of heights)
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

9. Language

We recognise that it is important at Norton Canes High School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.

- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. From an Asian Background rather than Asian, pupils from the Chinese ethnic group, not Chinese pupils, People from a Black Caribbean background rather than black and people with a Mixed Ethnic background rather than Mixed race people.
- Use first language effectively for learning.
- Accurately describes pupils' heritage (e.g. if a child is a British Citizen they should not be described as 'coming from India' but rather should be described as having Indian heritage.)

Statements above are in relation to the government guidance in the published document 'Writing about ethnicity' which can be seen in full here:

<https://www.ethnicity-facts-figures.service.gov.uk/styleguide/writing-about-ethnicity>

10. Extra-Curricular Provision

It is the policy of the school to provide equal access to all activities for example:

- Enrichment opportunities are accessible to both boys and girls.
- We maximise opportunities to remove barriers to participation for those who have a protected characteristic.
- Participation in extracurricular provision is tracked for groups who share a protected characteristic.
- Removing barriers, including financial, to ensure equality of access to field trips and visits.

We ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

11. Provision for Bilingual Pupils

We undertake at Norton Canes High School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Asylum seekers and unaccompanied asylum seekers
- EAL pupils including those born in the UK and advanced bilingual learners

12. Personal Development and Pastoral Guidance

12.1 Staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.

12.2 All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, sexual orientation or race.

12.3 All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.

12.4 Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

12.5 Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

13. Staffing and Staff Development

13.1 We recognise the need for positive role models and distribution of responsibility among staff.

This must include pupils' access to a balance of male and female staff.

13.2 We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

14. Staff Recruitment and Professional Development

14.1 All posts are advertised formally and open to the widest pool of applicants.

14.2 All those involved in recruitment and selection are aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process.

14.3 Steps are taken to encourage people from all groups to apply for positions at all levels of the school.

14.4 Access to opportunities for professional development is monitored on equality grounds.

14.5 Equalities policies and practices are covered in staff inductions.

14.6 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

15. Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The definition used at Norton Canes High School to describe a racist incident is any incident that is perceived to be racist by the victim or any other person. In relation to this statement race can be defined as colour, nationality (including citizenship), ethnic or national origins, ethnic or national group.

16. Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school.
- Encouraging members of the local community to regularly join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

17. Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's Equality Policy is maintained and updated regularly.
- That procedures and strategies related to the policy are implemented.
- The named Equality Governor (Ms J Evans) will have an overview, on behalf of the governing body, on all prejudice-based incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.

- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of race, gender, sexual orientation, disability, or other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.
- Role modelling positive behaviours that promote equality and respect in line with the Staff Code of Conduct.

18. Monitoring and Review

18.1 Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan and due regard is given promotion of all aspects of equality within the SIP. The person on the staff responsible for co-ordinating the monitoring and evaluation is the Inclusion Lead, T Harris. They will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area.
- Supporting positively the evaluation activities that moderate the impact and success of the policy

18.2 We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

18.3 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

18.4 School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information to ensure equality of access for all students. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying.
- Parental involvement
- Participation in extracurricular activities
- Attendance

18.5 Our monitoring activities enable us to identify any differences in pupil performance and equality of access. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.