

Diss High School



Equality Policy

This policy will be reviewed annually

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Equality Policy

Introduction

This policy sets out Diss High School's approach to promoting equality, as defined within the Equality Act (2010). It covers age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion.

The School Context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation, Diss High School is a Converter Academy with a strong commitment to community involvement, lifelong learning and family learning. There is generally an equal number of boys and girl in the school. The ethnicity of the school is predominantly White-British, 7% of pupils are from minority ethnic groups; 4% of pupils do not have English as their first language; 9% of pupils have SEND; the school's deprivation indicator is 0.13; there are 4 black minority ethnic children.

A Cohesive Community

The School seeks to:

- ◆ promote understanding and engagement between communities
- ◆ encourage all children and families to feel part of the wider community
- ◆ understand and respond to the needs and hopes of all our communities
- ◆ tackle discrimination
- ◆ increase life opportunities for all
- ◆ ensure that learning, teaching and the curriculum explore and address issues of diversity

Currently the school serves a variety of communities e.g.

- ◆ an extended community (the Diss cluster of Secondary and Primary Schools)
- ◆ geographical communities (Diss, Dickleburgh, Bressingham, Garboldisham)
- ◆ the global community, (e.g. through the wide range of links made with communities abroad including e.g. countries within Africa, France, Spain, The Netherlands)
- ◆ communities of interest (e.g. environmental groups, faith groups, ethnic or language groups)
- ◆ communities of friends (e.g. local clergy, business partners, arts, sports, voluntary and support groups)

Roles and Responsibilities

School Governors are Responsible for:

- ◆ making sure the school complies with current equality legislation
- ◆ making sure this policy and the single equality scheme are properly implemented
- ◆ making sure related procedures are followed
- ◆ assigning a named governor

The Headteacher is Responsible for:

- ◆ making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- ◆ making sure its procedures are followed
- ◆ producing regular information for staff and governors about the policy and how it is working
- ◆ providing training for them on the policy

- ◆ making sure all staff know their responsibilities and receive training and support in carrying these out
- ◆ taking appropriate action in cases of harassment and discrimination

All School Staff are Responsible for

- ◆ promoting an inclusive and collaborative ethos in the classroom
- ◆ modelling good practice, dealing with discriminatory incidents and being able to:
 - ◊ recognise and tackle bias and stereotyping
 - ◊ promote equality and avoid discrimination against anyone
 - ◊ keep up to date with the law on discrimination and take training and learning opportunities

Pupils are Responsible for:

- ◆ supporting the school's equality ethos
- ◆ sharing concerns or issues with a member of staff
- ◆ keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development
this may include:
 - ◊ the anti-bullying policy and specifically racist and homophobic bullying
 - ◊ developing school/class rules which challenge discriminatory behaviour

Parents/Carers are Responsible for:

- ◆ supporting the school's equality ethos
- ◆ sharing concerns or issues with senior staff

Visitors and Contractors are Responsible for:

- ◆ following our expectations regarding equality

Responsibility for Overseeing Equality Practices in the School Lies with a Named Member of Staff and Governor

Responsibilities include:

- ◆ co-ordinating and monitoring work on equality issues
- ◆ dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- ◆ monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- ◆ monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The named member of staff and governor responsible for equality will monitor specific outcomes.

Interim reports will be given to the termly Governor Sub Committees and the Headteacher will provide monitoring reports for review by the Governing Body annually.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns or Complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.