



**St Hugh's School**

Equality and Diversity Policy and Action Plan

### Introduction

This policy has been produced with due regard to the Equality Act 2010 and the DfE advice for school leaders, school staff, governing bodies and local authorities published in 2014 and most recently updated in 2018. The school is committed to fulfilling its duties under the act.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

### **Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity.

Leaders and governors will have 'due regard' to equality considerations whenever significant decisions are being made or policies developed.

The Public Sector Equality Duty (PSED) requires the school to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

For the school this means:

- Decision makers in school will be aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may have particular implications for people with particular protected characteristics.

- The School will consider equality implications before and at the time that we develop policy and takes decisions, not as an afterthought, and we will keep them under review on a continuing basis.
- PSED will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind.
- The School will not delegate responsibility for carrying out the duty to anyone else.

### **Sources of information on how the Public Sector Equality Duty is met at St. Hugh's School**

School policies such as the behaviour policy, the anti-bullying policy, the recruitment and the pay policies have been developed to ensure that discrimination and other prohibited conduct is avoided.

Governors and senior leaders are mindful of and determined to comply with non-discrimination provisions.

Ways in which we use data to identify and address inequalities are detailed in this policy.

Staff are reminded regularly of our policy

When deciding what to do to tackle equality issues, the school consults and engages both with people affected by our decisions - parents, students, staff, members of the local community - and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. We conduct comprehensive annual surveys of staff, students and parents and the results are addressed in our development planning.

The school engages with a wide range of groups, for example, our post 16 students work with Britain in Bloom and a local pre-school group, we engage with many employers for work experience, our students engage in sports sessions delivered by external providers. We undertake Young Enterprise activities and regularly engage with community groups and parents through school events such as Harvest Festival and concerts. Our School Magazine is high quality and distributed widely in our local community. Members of our Governing Body are highly committed and are regular visitors to the school to support activities and conduct their monitoring responsibilities.

### **DIVERSITY & EQUALITY**

St Hugh's is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition. We will treat everyone at St Hugh's fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy.

At St Hugh's school we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, local, national and global levels and

implement all necessary actions in relation to ethnicity, gender, religion or belief and socio-economic background.

Through our ethos, values and behaviour policy, the School provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

- Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
- 'We will treat everyone at fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'.
- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.
- Advancing equality of opportunity.
- Creating good relations between different groups

### **Attainment & Progress**

We have and communicate high expectations of all students by:

- Weekly celebration of students achievements via whole school achievement assemblies
- Use of reward systems for behaviour, attendance and homework
- Target setting in lessons, PASA demonstrating use of TA task sheets- showing lesson outcomes & progress of students
- Monitoring of staff planning files
- Termly moderation of student work
- Termly tracking analysis of progress using B squared data tracking systems along-side qualitative tracking of intervention measures to improve learning outcomes

We recognise and value a wide range of achievement by:

- The use of individual students reviews with pastoral tutors
- Termly quality assurance of PAP's targets by SLT
- Regular updates of student progress data (termly), informing target setting and planning
- Successes shared via the school VLE / website (including school twitter and Facebook pages), EHCP comments, parents evenings and celebration events
- Termly updates by all team base teachers of achievements in team via new website
- All students have individual PAP's - which are reviewed regularly & specific to student / parent requests

We have outstanding procedures that monitor the attainment of all students regardless (including breakdown by ethnicity, disability and gender) by:

- Detailed termly analysis of all students attainment and progress within all subject areas(including those within vulnerable groups)
- Pastoral monitoring use of team reviews meetings, PAP monitoring and Bsquared data analysis
- Targeted intervention for any student making below good progress or deemed Gifted and Talented within a specific area (including those students within vulnerable groups or in receipt of Pupil Premium funding)
- Exam / unit accreditation results
- PAP results - success criteria
- Intervention reports measuring impact
- Data analysis to monitor impact / success of intervention
- Monitoring of lesson via observations by SLT to inform future CPD staff development
- Distribution of termly intervention reports from the Diversity service

We use results of our monitoring procedures and protocols to:

- Provide bespoke, targeted training for staff to continue to develop and embed skills to meet the needs of the diverse needs of all our students
- Highlight and implement specific interventions that may be needed
- Inform the content of the schools SLA with the LA Diversity Service to best meet the needs of our students
- Ensure that staff have allocated time to attend meetings regarding curriculum development with subject leaders / parents and external consultants to ensure that the planning & teaching of lessons are tailored to meet the needs of all students

### Examination Access

Making special arrangements for candidates to take exams and submitting completed access arrangement applications (online) to the examination boards is the responsibility of the Exams Officer. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

All our students are on a plan, assessed through the key stage and then a focus on assessing arrangements mid key stage. (referenced in this Policy and Action Plan).

### Teaching and Learning

Opportunities are embedded within the curriculum to explore concepts and issues relating to identity, equality, justice and all forms of discrimination and stereotyping including race, gender and disability equality and cultural diversity by:

- A strong school ethos clearly advocating British Values
- SMSC as an embedded element within all curriculum policies and planning documentation to create opportunities within the curriculum for the teaching of gender, race, disability equality

- The yearly review of LTP / MTP by subject leaders to highlight areas that are addressed
- Half termly Cultural and Diversity days to raise student, staff and parental awareness, with both preceding and follow up work undertaken as part of curriculum delivery
- Lessons include subject material that incorporates examples of race, gender, and disability equality
- Thematic assemblies that relate and embed aspects of Equality and Diversity
- Logging of activities via photographic evidence for the website, evaluation documents and displays of students work within the school environment
- Targeted activities with pastoral team base time focusing upon SMSC and personal development
- Use of appropriate curriculum material to support race, gender, disability and cultural diversity - for a range of subject areas
- Use of team base (pastoral) assemblies to encompass aspects of equality / discrimination & stereotyping
- Re-visit whole school ethos towards SMSC as required through PHSE curriculum

We ensure that learning about cultural diversity and individual identities includes personal encounters with people from other cultures and communities by:

- Holding school events where members of the diverse community are invited to attend and undertake shared experiences with the students, staff and parents
- An equal opportunities staff recruitment systems to enable the staff body to mirror our diverse community (teachers / governors / TAs)
- Encouraging volunteers from differing communities to come into school
- A School website that utilises symbol supported text to ensure accessibility for a wide range of individuals
- A close working relationship with the LA diversity service in supporting students with EAL to ensure that they continue to thrive within our school environment
- Use of an evaluation form which is distributed to visitors of the school to supplement the use of visitors comments questionnaire

Extra-curricular activities and events cater for the interests and capabilities of all students, and take into account parental views and preferences related to religion, race, gender disability and culture by:

- Providing access to extra-school activities and residential for all students regardless of race, gender & disability
- The use of SSCO to build relationships & opportunities within the local school community for all students regardless of their needs to compete against other students in neighbouring schools
- Provision of out of schools club on a weekly basis.
- Ensuring that parents and carers are aware of schemes and weekend clubs run for students within our locality
- Students supported through Pendrell's trust - ensuring that they have the opportunities to experience events through summer & weekend activities
- Trained staff work with more complex need students in order that they are able to access all events possible

- Involvement of specialist agencies OT, Health, VI , Diversity Services as part of a multi-disciplinary approach to provision
- Provision of appropriate transport to and from events for students
- Participation of all students in whole school events & celebrations
- Celebration of students achievements following an event - whole school assemblies, local newspaper, school website and social media
- Celebration of students involvement - around school via displays, media, local news, website and social media

### **Behaviour and Safety**

We ensure that all our procedures for monitoring behaviour are fair and equitable to students of all backgrounds and that these are implemented by all staff by:

- Undertaking annual updates on safeguarding, behaviour policy, anti-bullying policy, SMSC policy
- Highlighting areas for development within the whole school SDP
- Development of Personalised programmes of learning for students (on a needs basis)
- Use of safeguarding / PHP's / management plans / behaviour contracts / personalised programmes for some students when needed and at times of transition
- Surveying parental feedback on the management of behaviour in the school on their annual feedback forms
- Gaining Student Voice via audit responses - PSHE interview and PASS data
- Rigorous safeguarding procedures that ensure a low % of incidents occurring
- Use of student mentor system
- On-going Staff training to ensure that all staff have an up to date knowledge and that their awareness of the management of behaviour and Safety is at the forefront of their minds
- Induction booklet training for newly appointed staff to ensure that they are aware of school policy and procedures
- Team teach training for all staff
- Application for and use of extra staff funding for some students to meet complex of behavioural needs

Exclusions of all kinds are monitored to establish patterns and trends by:

- The recording of all exclusions by the main office
- Recording and reporting of racially motivated incidences and exclusions to LA
- Intervention work arranged for students excluded to meet their needs and reduce the risk of recurring exclusions
- Establishing personalised programmes of curriculum for students that are disengaged to re-engage them and embed success
- Use of PCSO to support student in their behaviour & their actions
- Use of Early Help Assessment- to support families
- Use of specialised interventions for students that are excluded due to the diversity of their needs
- Use of the Speech & Language therapist where communication maybe key to the issues & exclusion to ensure that they have a fit for purpose method of communication

Strategies for integrating long term absences and excluded students and students with a history of behavioural difficulties transferring into the school, address the need of students from all backgrounds by:

- Specialist teaching assistants attending EHC Reviews and transition meetings prior to student arriving at St Hugh's to ensure that appropriate measures are in place for students commencing placement
- Observations of students prior to their arrival at St Hugh's
- Develop personalised phased transition package for the student based on their needs
- Supported visits to St Hugh's with a familiar member of staff from their primary school
- Building relationships with parents for maximum support & engagement for their child's transition
- Successful transition based on academic / behavioural data - evidenced by termly reviews
- Seeking support from LA in relation to additional funding / staffing to support transition of students with complex or behavioural needs
- Seeking maximum support from parents via learning mentors working collaboratively through the transition phase in order to support their child's needs

We ensure that students, parents, carers and staff are all aware of the procedures for dealing with incidents by:

- A transparency in the approach to managing students with parental consent
- Teaching staff continue to develop relationships with parents/carers of students in their team
- Continuing to promote an open door policy where parents are able to speak to staff where they have concerns
- Issues are dealt with effectively, quickly and documented at all times to ensure a consistent approach
- Parents involved in the writing of safeguarding / management / PHP's / behaviour contracts - as part of the process of managing incidents
- The home/school journals continuing to be used as a means of communication between parent/carer & teacher
- Ensuring that parents/carers feel secure in the knowledge that the school operates a fair system of managing students - AR/EHCP review comments, Early Help minutes
- Parents feel they are supported - audit results, AR / EHCP review comments

### **Leadership and Management**

We take action to encourage the involvement and participation of all parents and carers in the life of the school by:

- Informing parents / carers of forthcoming events via the school website, school magazine, regular correspondence via letters, phone or text messages
- Raising the profile of FOSH (Friends Of St Hugh's) and its support of key events
- Increasing the number of parent volunteers in school
- Continuing to comply to the Leading Parent Partnership Award
- Ensuring that parents / carers are actively involved in child's education

- Parents/carers involved in school life via team base teachers who communicate with families / carers on a regular basis
- Parents / carers being present at AR's / EHCP and SHIP meetings
- attendance at parent events
- Increased parental involvement in the school curriculum e.g. shared learning activities
- Completion of Early Help Assessments for families experiencing problems

We ensure that information and materials for parents and carers is accessible in user-friendly language and in languages and formats other than English, as appropriate. We consider the needs of adults and children with vision impairment or any other limitations which inhibit full access to the written word by:

- Ensuring that all correspondence to parents with special needs is adapted according to individual needs
- Ensuring that all surveys conducted to ascertain families / carers views are appropriately adapted
- Use of interpreters for EHCP / EH / meetings for parents where necessary
- Providing a choice of format of parent correspondence in order for them to access it effectively
- Use of Symbolised software to allow more parents access to the school Website and response to audits online
- Use of SEN services for copies of translated statutory documentation

The admissions policy and criteria are equally open to students from all communities and background, which is supported by:

- accessible school prospectus
- Home school agreement which includes a statement that encompasses diversity & equality
- Admissions policy being readily available on the school website Students regardless of their differences and with a statement of need are accepted on roll
- Recruitment and retention of governors that represent the schools diversity
- Key staff training in safer recruitment

Equality Objectives (Set Autumn 2019 and linked to 2019/20 SDP Priority Areas, objectives and timescales)

1. Develop a distributed leadership approach, supported by high quality training, with one outcome being to strengthen and deepen assessment for learning strategies that address the needs of all students paying special attention to gender, specific disabilities, race and disadvantage. Linked to SDP Priority A/A1 2019-20.
2. Meet the needs of the increasing numbers included in the group who require trauma related emotional support so that they are able to fully know and engage in positive learning. Linked to SDP Priority B/B3 2019-20.
3. In response to our PSHCE annual questionnaire 2019, revisit expected practice regarding student's anticipation and participation in events that are not routine and establish a specific system of delivery for this so that students of different gender, race and with a wide range of different disabilities are able to successfully participate. Linked to SDP Priority C/C1, C3.
4. Implement the 8 Gatsby Benchmarks for quality careers provision paying special attention to Benchmark 3 'Addressing the needs of each pupil' so that opportunities for advice and support are tailored to the needs of each pupil and equality and diversity considerations are embedded throughout. Linked to SDP Priority C/C3
5. Review the July 2019 document 'Good Career Guidance - Perspectives from the Special Educational Needs and disabilities Sector' (The Gatsby Foundation) to identify and put in place additional best practice in implementing the Gatsby Benchmarks for students with SEN and disabilities. Linked to SDP Priority C/C3

### Diversity and Equality Action Plan

Attainment and Progress			
Target	Action	Responsibility	Timescale
Practice is Outstanding and there are currently no targets in relation to Ethnicity and Diversity			
Teaching and Learning			
Target	Action	Responsibility	Timescale
To annually audit new intake regarding EAL to address any new area of diversity	<ul style="list-style-type: none"> <li>• Undertake audit</li> <li>• Liaise with Diversity services (if req.)</li> <li>• Implement programmes/support (if req.)</li> </ul>	KS3 Phase leader	Ongoing
		KP	Ongoing
		Team staff	Ongoing
Teaching and Learning			
Target	Action	Responsibility	Timescale
As part of the national curriculum review to ensure breadth of opportunity relating to gender	<ul style="list-style-type: none"> <li>• Subject leaders to review MTP / LTP in relation to identify specific units to meet the criteria</li> <li>• Links to assemblies &amp; Health &amp; wellbeing days to incorporate aspects related to gender</li> </ul>	All subject leaders / TW	Ongoing
To embed equality & representation across ethnic groups	<ul style="list-style-type: none"> <li>• Ensure essential information is presented in a visual manner</li> </ul>	All staff / KS3/KS5 Phase leader	Throughout the academic year
		All teabase teachers	Ongoing
Behaviour and Safety			
Target	Action	Responsibility	Timescale
An audit of young carers cross referenced to student progress termly	<ul style="list-style-type: none"> <li>• School to audit students with reference to being a young carer</li> </ul>	KP	Spring term
Leadership and Management			
Target	Action	Responsibility	Timescale
Annually profile the governing body	<ul style="list-style-type: none"> <li>• Governors to complete a questionnaire relating to their specific diverse needs in order to make the school environment aware and enable reasonable adjustments to be made</li> <li>• Responsibility of governor to update if required</li> <li>• To have an allocated Health and Wellbeing Governor</li> </ul>	office	Ongoing

**Policy to be reviewed as and when needed if incidents arise in school**

