



# Equality and Diversity Policy

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## **Equality Policy**

### **1. Introduction**

1.1 This Equality Policy sets out Heworth Grange school's approach to promoting equality and diversity and reflects the statutory duties contained within the Equality Act 2010. While this policy demonstrates the school's compliance with legislative requirements, the school has long recognised the importance of ensuring that their policies and procedures are effective in promoting equality and tackling discrimination.

1.2 Furthermore, this Policy promotes the consideration of equality and diversity in decision making at all levels within the school. The policy encourages all decision makers to understand how different people will be affected by the school's activities so that policies and services are appropriate and accessible to all and meet different people's needs.

### **2. Scope**

2.1 Equality is a core value which underpins the services delivered by the school in pursuance of its strategic vision. As such the principles of equality apply in the following areas:

- Provision of education services / delivery of the curriculum to students
- Employment of staff and workers by the school

2.2 This policy therefore applies to all those within the school community including students, parents and carers, staff, managers, contractors, Governors and Directors.

### **3. Policy objectives**

3.1 In relation to the delivery of the education services to pupils it is Heworth Grange's policy to:

- not discriminate against, harass or victimise a student, potential student or parent/carer on the grounds of a protected characteristic.
- seek to identify where inequality of opportunity exists and take actions to remove or minimise the disadvantage suffered. To recognise that different needs are met in different ways as not all people are the same and the school will take steps to actively encourage participation where it is disproportionately

low.

- promote good relations between groups of students and parents who share a protected characteristic and those who do not and work to eliminate stereotyping and prejudicial views

3.2 These policy objectives will be adhered to when the school is planning and taking actions in all areas of its operation, which includes:

- Admissions
- Terms offered to students
- Access to education services and facilities
- Conferment of qualifications
- Recreational or training facilities
- In the way the schools respond to parents/carers making a complaint.

3.3 In its role as an employer it is Heworth Grange's policy to:

- not discriminate against, harass or victimise any employee or potential employee on the grounds of a protected characteristic.
- seek to identify where inequality of opportunity in employment exists due to a protected characteristic and take actions to remove or minimise the disadvantage suffered.
- promote good relations between groups of employees who share a protected characteristic and those who do not and work to eliminate stereotyping and prejudicial views

3.4 These policy objectives will be adhered to when the school is planning and taking actions in its role as an employer, including the following areas:

- Recruitment, selection and promotion of employees and workers
- Pay and reward
- Development and application of employment policies and procedures
- Access to development and training opportunities
- The way employees are treated throughout their employment

#### 4. **Heworth Grange: values and visions**

4.1 In meeting the duties described above the school's actions will embody the school's key principles and values and the targets included within the individual School Improvement Plans. This includes:

- Striving to make the best possible provision for all students
- Respecting diversity and knowing that treating people equally is not simply a matter of treating everyone the same

- Promoting good relationships between all groups and working to eliminate stereotyping and prejudicial views
- Valuing staff for their ability and potential to help the school make the best possible provision for all students
- Being proactive in efforts to identify and minimise existing barriers or inequalities
- Seeking the views of all groups affected by the policies and work of the school and involve them in policy reviews
- Recognising the role of the school in promoting community cohesion, and actively encouraging the participation in public life of all students, staff and parents in the school

## 5. **Legislative Background**

5.1 The Equality Act 2010 consolidated all previous discrimination legislation under one act. This had the effect of simplifying and improving the consistency of discrimination legislation but also of extending protection in some areas.

5.2 The Equality Act also introduced additional duties for public sector bodies which are called the Equality Duty and the Specific Duty (see paragraphs 8 and 9 below).

## 6. **Protected Characteristics**

6.1 The Equality Act covers the following protected characteristics:

- Age\*
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership\*
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sexual orientation

\* The protected characteristics of age and marriage and civil partnership do not apply in relation to the delivery of education services but do apply in relation to employment.

## 7. **Types of Discrimination**

7.1 The Equality Act 2010 extends the scope of conduct prohibited in relation to the protected characteristics. The following provides an overview of what is included within the scope of the legislation.

## **Indirect Discrimination**

1. Indirect discrimination can occur when a condition, rule, policy or even a practice applies to everyone but particularly disadvantages people who share a protected characteristic.
2. Indirect discrimination can be justified if it can be shown that someone acted reasonably in managing their business, i.e. that it is 'a proportionate means of achieving a legitimate aim'. A legitimate aim might be any lawful decision made in running the organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful. Being proportionate really means being fair and reasonable, including showing that 'less discriminatory' alternatives have been considered in any decision made.

## **Harassment**

3. Harassment is 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'. Protection includes harassment because of perception and association.

## **Victimisation**

4. Victimisation occurs when a person is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

## **Discrimination by Association**

5. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

## **Discrimination by Perception**

6. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

## **8. The Public Sector Equality Duty**

- 8.1 The Public Sector Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.
- 8.2 The Equality Duty is a duty on the school and others carrying out public functions. It ensures that the needs of all individuals are considered in their day to day work – in shaping policy, in delivering

services, and in relation to the school's own employees.

- 8.3 The new Equality Duty supports good decision-making. By understanding the effect of the school's activities on different people, and how inclusive public services can support and open up people's opportunities, the school is better placed to deliver policies and services that are efficient and effective.
- 8.4 The Equality Duty has three aims. It requires the school to have due regard to the need to:
- a. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
  - b. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - c. foster good relations between people who share a protected characteristic and people who do not share it.
- 8.5 Have due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:
1. Remove or minimize disadvantages
  2. Take steps to meet different needs
  3. Encourage participation when it is disproportionately low
- 8.6 The school will include the three aims of the Equality Duty as part of the process of decision-making. This will include decisions made at all levels within the school and by all decision makers. The Equality Duty will be one of a number of factors that need to be considered. The weight given to the Equality Duty, compared to the other factors, will depend on how much that function affects discrimination, equality of opportunity and good relations and the extent of any disadvantage that needs to be addressed

## **9. Specific Duties**

- 9.1 The Equality Duty is supported by specific duties which require the school to publish relevant, proportionate information demonstrating its compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.
- 9.2 The specific duties require the school to:
- a. publish information to show compliance with the Equality Duty, at least annually; and
  - b. set and publish equality objectives, at least every four years.

- c. publish information to show compliance with the Equality Duty, at least annually; and
- d. set and publish equality objectives, at least every four years.
- e. See: Equality objectives statement – section 11

## **10. Actions**

10.1 Heworth Grange monitors equality and sets equality objectives at school level based on the needs within these areas.

10.2 The monitoring information is published annually.

10.3 Progress towards the equality objectives is monitored at least annually and the objectives are reviewed at least every two years.

10.4 Gender pay gap information will be issued in line with legislative requirements and updated annually.

10.5 In addition, the school has in place a number of policies and documents which provide evidence of its compliance with the Equality Duty:

- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- Remote learning policy

## **11. Statement of equality objectives**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Heworth Grange is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity,



tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### **Equality Information**

Number of pupils on roll at the school:1088

Age of pupils: 11 – 18:

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Race/Ethnicity            %

1. Any other Asian background: 1%
2. Any other Black background: 0.27%
3. Any other ethnic group: 1.6%
4. Any other mixed background: 0.6%
5. Any other White background: 0

6. Black – African: 0.7%
7. Chinese: 0.5%
8. Indian: 0.1%
9. Pakistani: 0.3%
10. Refused: 0.5%
11. White – British: 89%
12. White –Irish: 0
13. White and Asian: 0.5%
14. White and Black African: 0
15. White and Black Caribbean: 0

Gender:

49 % male, 51 % female

Pupils eligible for Free School Meals (FSM):

38 %

Pupils eligible for Pupil Premium Funding:

50 %

Pupils with Special Educational Needs (SEN):

16 %

Pupils with English as an Additional Language (EAL): 7%

Young carers:

1.7 %

Looked after children:

1 %

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that;

We eliminate discrimination by:

- Any gap in attainment for pupils within any of the above different groups is narrowed.
  - Discrimination and any other conduct prohibited by the Act is eliminated
  - We give full consideration to equality issues in everything that we do at Heworth Grange school.
  - We work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.
  - We are committed to working for equality for all our staff, parents/carers and students to meet our duties under the Equality Act 2010.
- 
- Adoption of all provisions of the Equality Act 2010
  - Enacting a behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
  - Reporting, responding to and monitoring all racist incidents

- Regularly monitoring the curriculum to ensure that it is broad, balanced, meets the needs of all students and actively promotes respect for diversity and challenges negative stereotyping
- Ensuring that teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all students make rapid progress, and intervening when necessary
- Ensuring that all students have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of all students and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Actively engaging with parents and carers
- Actively engaging with students and giving them a voice at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Heworth Grange is a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in all activities of the school.

At Heworth Grange school we undertake to:

1. Ensure equality of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.
2. Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
3. Raise levels of attainment in core subjects for vulnerable learners.
4. Review and increase levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

## **12 Heworth Grange School: Transgender policy (non-statutory)**

Heworth Grange school adopts good practice in the field of Transgender consideration in order to minimise the distress and disruption to all students by:

- ensuring teachers and Governors are dealing with Transgender matters inclusively and sensitively

- providing an inclusive environment for any Transgender student
- ensuring all students are aware of and educated on issues of Transgender

## **Transgender Identity**

• A Transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance or body of a male and identify their gender as female.

• Gender Dysphoria (or Gender Identity Disorder) is a clinical condition that can present from as early as age 2 and can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers, to ameliorate the symptoms associated with being Transgender. A Transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.

### **School Attendance**

• Heworth Grange School will make reasonable adjustments to accommodate absence requests for treatment and external sources in line with the absence policy. Sensitive care will be taken when recording the reason for absence.

• Heworth Grange School has a robust anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

## **Training**

In order to ensure all staff and Governors have the skills to deal with Transgender issues, School will hold training sessions on topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation

## **The Curriculum**

• The issues connected to Transgender will be visited for all students during curriculum time during the L4L (PSHRE) programme. These issues may also be touched upon during other subjects. The aim of these lessons is to raise awareness of LGBT issues.

## **Physical Education**

- Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.
- A young Transgender person has the same right to Physical Education as other young people. With regard to young Transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.
  - When a student begins their transition the school will decide, in consultation with the student and parents, which gender PE class is most appropriate. This preference may change during an academic year or at some point in their school life, Heworth Grange School will keep an open dialogue with students and parents to review PE provision.
- The use of changing room facilities will also be carefully considered. Facilities for Transgender participants will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available.

### **School Uniform**

- Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available for both genders (i.e. both male and female students can wear trousers and all students must wear a sweatshirt and t-shirt).

### **Name Changing**

- If a Transgender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles etc.
- Furthermore, the change of name and associated gender identity will be respected and accommodated by the school. If the student is under 16 then the change of name will have to be supported by parents and the request submitted in writing following a meeting with pastoral lead.

### **Bullying and Transphobic abuse**

- Transphobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, and intrusive questions) are serious disciplinary offences and will be dealt with under the appropriate procedure- see anti-bullying policy

### **Terminology and Language**

- It is good practice to focus on correct terminology and the use of language in school.
- Often Trans people choose a different first name for their new identities and want documentation and records to reflect this, for example, the school roll and register.
- It is extremely important, as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address Trans people. Hearing people use 'him' or 'her' incorrectly can be uncomfortable or seriously detrimental for a Trans person to hear, especially when they

are trying hard to confirm people's awareness of their true identity.

- It can be difficult for the teachers and other students in school to get used to the change of name or gender if the pupil has not been known by that identity since the start of their school career. There may well be times when a mistake is made and this can be embarrassing for all parties. If there is difficulty in 'getting it right,' the use of the chosen first name will help to overcome this.

## Definitions

### Transgender / Gender reassignment

Gender reassignment is the process of transitioning from one gender to another. It is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This may include undergoing medical procedures or could include choosing to dress in a different way as part of the personal process of change.

### Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can get married or have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

### Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### Religion and belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief (e.g. Atheism). A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system.

Denominations or sects within religions, Cults and new religious movements may also be considered religions or beliefs. Generally, a belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world to be included in the definition.

### Sexual orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to. Some people are only attracted

to those of the same sex (lesbian women and gay men). Some people are attracted to people of both sexes (bisexual people). Some people are only attracted to the opposite sex (heterosexual people). Everyone is protected from being treated less favourably because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.