



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



EQUALITIES POLICY

Rationale

A commitment to equality, diversity and community cohesion is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, provide job satisfaction for staff, increase parental engagement and broaden representation of under-represented groups within all levels of our staff and governing body.

By “community cohesion”, we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities;
- the diversity of people’s backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all;
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Protected Characteristics

Under the provisions of the Equality Act 2010 it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

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

These are known as the “Protected Characteristics”. The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

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

- age;
- marriage or civil partnership (in the context of employment).

The equality duty has two main parts: the ‘general’ equality duty and ‘specific duties’.

The general duty states that, in carrying out their functions, public bodies (which include schools) must have due regard to the need to:

1. **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Act
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not
3. **Foster good relations** between people who share a protected characteristic and those who do not

These are often referred to as the three ‘aims’ of the Equality Act. The Act explains that ‘having due regard’ in terms of the second aim (advancing equality of opportunity) also involves having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low

Although not specifically covered by the Act, at Prince Henry's we also consider "socio-economic factors" as part of our focus on equality, diversity and community cohesion.

Our Objectives

At Prince Henry's Grammar School, we are committed to building a cohesive, vibrant school community based on strong, positive, respectful relationships, a distinctive, inclusive ethos and an appreciation of rights and responsibilities.

As stated in our **School Vision**, we are ambitious for Prince Henry's Grammar School *"to become internationally recognised as an exceptional school with a culture of **respect** where we can all **flourish and achieve**."*

This vision is underpinned by our Core Values of:

- Honesty
- Kindness
- Confidence
- Independence
- Ambition
- Resilience

Specifically, we will:

- Tackle all types of discrimination;
- Celebrate the diversity of our school and the wider world, drawing upon our heritage as a Specialist Language College;
- Promote equality of opportunity and outcome;
- Build good relationships between people of different groups;
- Contribute to the cohesion of the local community and wider society;
- Meet our statutory duties under the Equality Act 2010.

Our Principles

Our principles cover six aspects of equality, diversity and community cohesion:

1. COMMITMENT AND ENGAGEMENT

- We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

2. ETHOS

- We create an ethos which promotes and reflects equality, celebrates diversity, develops understanding and challenges myths, stereotypes and prejudices.

3. CURRICULUM, TEACHING AND LEARNING

- We provide experiences which broaden students' horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching and learning, an inclusive curriculum and wider opportunities for learning and personal development.

4. TACKLING DISCRIMINATION AND HARASSMENT

- We identify and remove all practices and customs which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.

5. ACHIEVEMENT AND PROGRESS

- We have high expectations of everyone involved with the school, monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all students reach their full potential.

6. PROFESSIONAL DEVELOPMENT

- We ensure that all staff are empowered to challenge discriminatory behaviour and promote equality, diversity and community cohesion through their teaching and relationships with students, and that governors understand their statutory duties.

Achieving our principles

1. COMMITMENT AND ENGAGEMENT

- Our commitment to equality, diversity and community cohesion will be led by a nominated member of the Senior Leadership Team.
- All members of staff will be invited to contribute actively to this agenda.
- All students will be invited to contribute actively to this agenda through the Student Council, and to develop their own leadership skills through specific interest groups (e.g. the Free2Bme Student Equality Group).
- We will report to parents and carers at least termly on progress in terms of equality and diversity, and provide opportunities for them to contribute to and be consulted on this aspect of our work, where appropriate.
- We will publish details of our equalities work, including our “equality objectives”, on a dedicated page on our school website (in line with the Equality Act 2010 Specific Duty), providing a rationale for why we have selected each objective and what actions we have identified to achieve it.
- We will publish an annual “equality information” statement on our school website to exemplify how we are meeting the Equality Act 2010 in terms of the three ‘aims’ of the Equality Act.
- We will continue to build on our achievements through award schemes such as the Stonewall School & College Champion Award and the former Stephen Lawrence Education Standard, and use these to provide a route map with which to drive our commitment to equality, diversity and community cohesion.
- Where invited, we will support other schools by disseminating our practice, including by leading the development of the ‘RED Award’, a self-evaluation, action planning and accreditation scheme for all Red Kite Alliance schools.
- We will develop further our engagement with the local community, building upon the success of our Community Education Programme and our role as part of the Otley, Pool and Bramhope Family of Schools.

2. ETHOS

- We will celebrate the diversity of our school community and reinforce our commitment to equality of opportunity in all marketing materials, including the school website.
- We will encourage everyone in the school community to have a positive self image and high self esteem so that they may develop their potential.

- We will model relationships which promote mutual respect and value similarities and differences, and face equality issues openly.
- We will ensure that issues of equality, diversity and respect for human rights are promoted through all aspects of school life, including in assemblies and through classroom displays.
- We will promote a “rights respecting” culture, drawing upon the UN Convention on the Rights of the Child, and building on the accreditation we achieved through UNICEF’s Rights Respecting School Award.

3. CURRICULUM, TEACHING AND LEARNING

- We will audit the curriculum for coverage of issues of equality, diversity and respect for human rights, and ensure that all year groups explore these themes across a range of subjects.
- We will draw upon our Language College heritage to embed issues of global equality and citizenship within the curriculum.
- We will ensure that students who are new to English are grouped in line with their cognitive ability and learn alongside their peers who provide good models of language and behaviour.
- We will provide opportunities for students to meet people from other cultural, religious and social backgrounds, through taking part in trips and visits, meeting visitors to our school and participating in collaborative partnership projects.
- We will monitor participation by different learner groups in extra-curricular activities, trips and visits, including by ethnicity, sex and disadvantage.
- We will ensure that the teaching materials we use acknowledge the importance of challenging discrimination and positively reflect the religious, linguistic and cultural diversity of our society.

4. TACKLING DISCRIMINATION AND HARASSMENT

- We will systematically record and report all incidents which are discriminatory in terms of race, sex, gender identity, sexual orientation or disability, and ensure that these are sanctioned through the Positive Discipline system, where appropriate.
- We will adopt a robust response to all forms of bullying and harassment, in accordance with our “Anti-bullying Policy”.
- We will monitor and report on exclusion rates and the use of other sanctions by ethnicity, sex, disadvantage, Children Looked After (CLA) and Special Educational Needs and Disabilities (SEND), as well as the implementation of our rewards strategy.
- We will monitor recruitment of staff by ethnicity and ensure that all job advertisements include an equal opportunities statement.

5. ACHIEVEMENT AND PROGRESS

- We will monitor data on progress, behaviour and attendance by different learner groups at least once per term, including by ethnicity, sex, disadvantage, CLA and SEND.
- Faculty Leaders and Progress Leaders will systematically evaluate the attainment and progress of different learner groups, including by ethnicity, sex, disadvantage, CLA and SEND.
- Where appropriate, specific support and intervention strategies will be implemented to tackle the causes of under-achievement of individual students.
- Students with capabilities in a heritage language will be encouraged to gain accreditation and will be given appropriate support.

6. PROFESSIONAL DEVELOPMENT

- We will ensure that all staff are familiar with this Policy.
- We will provide training on equality, diversity and community cohesion for all staff, and ensure that this forms part of the induction programme for new staff.
- We will provide opportunities for staff to develop further expertise in exploring equality, diversity and human rights issues through their own curriculum area.
- We will ensure that governors understand their role in supporting this aspect of the school's work, including their statutory duties.

Safeguarding students from Extremism and Radicalisation

We take very seriously our statutory duties to protect young people from the risk of radicalisation, and to safeguard them from being drawn into terrorism under *The Revised Prevent Duty Guidance for England and Wales* (updated 1st April 2021). This is known as the "Prevent duty". At Prince Henry's we achieve this through:

- A curriculum which promotes tolerance and respect, teaches about the dangers of extremism in all its forms and builds students' resilience to radicalisation
- A distinctive ethos which has a commitment to equality and diversity at its heart
- Appropriate training for staff and governors
- Robust web filtering systems to keep students safe online
- Policies relating to visiting speakers in school, the letting of school premises to external organisations and student participation in off-site activities
- Support for vulnerable students and clear procedures for referrals
- Working in partnership with other agencies

Monitoring the impact of this policy

The impact of this policy will be measured through:

- Surveys of students on the effectiveness with which the school promotes equality / diversity / community cohesion.
- Surveys of parents/carers on the effectiveness with which the school promotes equality / diversity / community cohesion.

In addition, we will monitor other indicators on an ongoing basis, such as:

- Attainment and progress of students
- Sanctions and rewards
- Incidents of prejudice-based behaviour
- Participation rates in trips, visits and extra-curricular activities
- Membership of the governing body
- Staffing
- Parent and carer engagement

Reviewing this policy

This policy will be reviewed every two years, or sooner, where appropriate.

Links to other policies

This policy is supported by, and links to, the following policies:

- Anti-bullying Policy
- Behaviour and Safety Policy
- Curriculum Statement
- Accessibility Plan

- Educational Visits Policy
- Financial Assistance for Educational Visits Policy
- Lettings Policy
- Pupils Premium Policy
- PSHE and Citizenship Policy
- Recruitment and Induction Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy
- Teaching and Learning Vision
- Visiting Speaker Policy

Equalities Action Plan

This policy is also supported by an Equalities Action Plan which supports the School Improvement Plan and is updated annually. Progress against this plan is reviewed at least termly.

Equality impact assessment

As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity and outcome.