



EQUALITY POLICY

REVIEW OF THE PROCEDURES

This policy is reviewed bi-annually. Those involved with the review are:

- **Students** – through the Student Council
- **Teachers** – through on-line consultation
- **Parents** – through the Governing Body representatives
- **Local Authority** - through School and Governor Services Advice
- **Governors** – through GB meetings

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Governor Approval: 09.10.17

Introduction

Heaton Manor School is committed to pursuing non-discriminatory policies and practices providing an environment in which there is equality of opportunity for members of its community. Heaton Manor recognises its role in creating a climate which supports equality, diversity and opportunity and is opposed to any form of discrimination, bullying or harassment.

This policy has been developed with due regard to the Equality Act 2010 (appendix 1). Heaton Manor takes positive action, both as an employer and as a provider of education and training; promoting equality of opportunity to all its students and staff in respect of:

- Access to and participation in education and training.
- The curriculum.
- The School Environment
- Engagement with the community.
- Resources.
- Support Systems.
- Staff recruitment and promotion.
- Staff training and development.
- Promoting and fostering a climate of high self-esteem, respect for others and commitment to maximise personal potential.

Heaton Manor will promote equality and diversity in its activities and strategies in a variety of ways:

- Communication to ensure awareness of this policy among
 - Staff
 - Students
 - Potential staff and students



- Governors
 - Other stakeholders
 - The public
- Opportunities for staff, students, external clients and others working in partnership with the school to influence the policy and implementation.
 - Staff induction and development opportunities to promote ownership and awareness and enhance or embed good practice.

This policy will be reviewed annually and new objectives set at least every 2 years (see plan in Appendix 4).

This policy should be read in conjunction with other school documents including:

- Accessibility Plan
- Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- Looked After Children Policy
- Teaching and Learning Policy
- Behaviour Policy
- Anti-bullying policy
- Pupil Premium impact statement
- Staff Code of Conduct
- Information pack for prospective employees

The School

Heaton Manor School predominantly serves the community of Heaton and Jesmond. An increasing number of students travel to Heaton Manor School from the West End of Newcastle.

The Heaton Manor community is made up of a wide racial and ethnic mix.

The majority of our children are of white British origin however, the number of students from Asian or Asian British heritage is significantly higher than the national average.

Our school community is also nominally Christian, although almost all the world religions are represented. There are an increasing proportion of Muslim faith children attending Heaton Manor. This is why we are working more closely with community leaders through the BME Community Forum, local churches and community leaders.

As would be expected in a school serving some areas of considerable deprivation, some children face many challenges. The complexity of their needs is supported through the development of our Home School Liaison, EAL and Inclusion Teams.

The proportion of students entitled to receive free school meals and with first language not English is above the national average. This has increased over the past four years. We have responded to this by strengthening our EAL provision and by having a school focus within our teaching and learning strategy on narrowing the gap in attainment for these children (Ofsted 2013).

The percentage with special needs is near the national average however there is a great deal of overlap between students with SEN and entitled to FSM. We have resourced provision for a small number of students with hearing impairment and these are fully integrated into classes.

Vision and Values

Inclusion at Heaton Manor is about providing equality and instilling excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. Equality applies to all members of the school community, students, parents, staff, governors and other stakeholders. Our school community aims to be a partnership of all our stakeholders to enable all our young people to:

- become successful students who enjoy learning, make progress and achieve;
- be confident individuals who are able to live a safe, healthy and fulfilling life;
- be active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

Heaton Manor aims to;

- ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions to overcome these barriers;
- raise the confidence of staff and support staff when teaching or aiding a wide range of disabled students and develop sensitivity and expertise in approaching their specific need;
- develop strong collaborative relationships with students and parents/carers and to provide the most suitable provision;
- regularly review and evaluate standards of attainment for disabled students;
- promote equality of opportunity and positive attitudes towards disabled persons;
- train all staff to ensure students have equal access to education.

Heaton Manor aims to have a whole school approach to equality of opportunity. It is the responsibility of every member of staff to reduce barriers to learning for all students.

Heaton Manor is committed to providing a friendly, safe environment in which students can learn in a secure atmosphere. Students are actively encouraged to respect themselves and their abilities, as well as the needs and abilities of others and their learning environment, in order to promote self-esteem and high attainment.

Inclusion at Heaton Manor

Heaton Manor has an experienced inclusion team lead by senior staff who work with stakeholders and relevant agencies to ensure the well-being and progression for all our learning community. The inclusion team promotes a positive climate in which all students are entitled to equality of opportunity regardless of need. The team operates an equal access policy and endeavours to provide opportunities for students to reach their full potential regardless of learning difficulties, disabilities, social, gender, cultural, racial, linguistic or religious differences. The use of cross curricular support ensures the inclusion of these students into the whole curriculum and the wider life of the school in line with whole school policy.

We understand that the definition of disability is broad and includes a diverse range of students. People will be substantially affected by their disability in one of the following ways:

- Mobility.
- Physical co-ordination.
- Manual dexterity.
- Continence.
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight.
- Memory or ability to learn, concentrate or understand.
- Perception of risk or physical danger.

Communication

Heaton Manor welcomes views from all stakeholders. We actively and regularly seek the views of parents/carers and students through questionnaires completed during consultation days. Pastoral staff are in regular contact with parents and communicate their comments to Senior Leaders.

As part of our equal opportunities development we are required to ensure that the school is accessible to all and that we offer appropriate methods of communication to all. The school has an extensive data base of students with disability and appropriate action is taken to ensure their needs are catered for.

Senior Leaders, the Pastoral Team and inclusion team ensure a smooth transition from KS2-KS3, KS3-KS4, KS4-KS5 and KS5 onwards.

The inclusion team seeks parent/carer and student views when conducting annual reviews.

English as an Additional Language (EAL)

Many of our students at Heaton Manor are learning English as an Additional Language (EAL). The government definition of an EAL learner includes: 'Anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community'. As a school, it is our aim to promote equality of opportunity and to deliver a broad, balanced curriculum for all students for whom English is an additional language. The EAL provision at Heaton Manor (based in our EAL Learning Resource Centre) provides pupils with tailored support plans to meet specific language needs. Resources are developed which make the language of the curriculum accessible through, for example, increased use of visuals, scaffolding and modelling, while keeping the cognitive challenge and interest

level high. Additional one-to-one and small group support is available outside the classroom for EAL students at different levels of English language proficiency through:

- Lunchtime drop-in sessions
- Before and after school support
- Short-term focused interventions

Any withdrawal from mainstream classes for one-to-one or small group support is always for a specific purpose, time limited and is closely linked to the curriculum.

Hearing Impairment Provision

The Hearing Impairment Additionally Resourced Centre (HIARC) for deaf and hearing impaired students is provided by Newcastle City Council and also supports some students from neighbouring Local Authorities.

- The HIARC is staffed with two Qualified Teachers of the Deaf and specialist Learning Support Assistants.
- Each student with a hearing impairment is included within mainstream classes with appropriate support from HIARC staff. This support includes monitoring the use of audiological equipment and the provision of visual and practical materials to enable access to the curriculum.
- Equipment such as radio aids are provided jointly by Health and Education. Education purchase and maintain the transmitter. Audiology purchase and maintain the receivers. Decisions regarding the provision of the radio aid equipment are made after a trial of the equipment and assessment of the benefit to the child.
- Staff provide additional individualised programmes to support the development of communication skills.
- Learning needs may be met through one to one and small group sessions in a quiet environment and may include pre- and post-tutoring to support class based learning.
- HIARC staff liaise closely with subject teachers to ensure that all students with hearing impairment make appropriate progress to achieve their full potential academically and socially.
- Students have the opportunity to participate in all areas of school life. As a result, all students at the school begin to understand the implications of hearing impairment. They learn to respect people with a disability and are always willing to help and support their friends with a hearing impairment.

Equality for students with Special Educational Needs and/or disabilities

Social Emotional and Mental Health difficulties (SEMH)

The school has clear Behaviour, Anti-bullying and Inclusion policies and promotes positive and consistent strategies to manage student behaviour. The curriculum is able to offer access to small group/individual work and a flexible pattern of attendance for particularly emotionally vulnerable students where behaviour has become an issue.

Pastoral support, in addition to the school pastoral system includes Key Workers, and the SENDCo.

The school has a specialist inclusion team. The aim of the team is to develop a holistic approach to inclusion which is student driven. The individual needs of all those students who fall into the inclusion categories will be catered for.

Learning Difficulties and Disabilities (LD)

Staff and Learning Support Assistants (LSAs) are regularly trained in supporting students with a LD through an extensive inset training programme. The SENDCo and other SEND staff regularly attend up to date training and information about individual students is available in the form of Individual Support Plans (ISPs) on the central ICT system for all staff to access and the Special Educational Needs and Disabilities (SEND) register is issued to all staff and is revised and redistributed termly. Group IEPs have been developed to include strategies which can be used by staff to support students with specific needs in lessons.

Each student on the Code of Practice (COP) who has an Educational Health Care Plan (EHCP) has a key worker (LSA) who acts as a mentor and reviews their progress every 3-4 weeks. Every student on the COP receives an annual review with SENDCo and an individual consultation evening with their subject teachers.

Appendix 1

EQUALITY ACT 2010

Introduction

The Equality Act 2010 (the Act) provides a single, consolidated source of discrimination law replacing the three existing general and specific duties on schools (race, disability and gender). It simplifies the law, removing inconsistencies and making it easier for people to understand and therefore, be compliant. It also strengthens the law in important ways, to help tackle discrimination and inequality.

The Equality Duty

A key measure in the Act is the Public Sector Equality Duty (PSED) which ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. Kepier - An Academy is a public body.

The Equality Duty is a duty on us as a public body to ensure that we consider the needs of all individuals in their day to day work; in shaping policy, in delivering services, and in relation to our own learners and employees.

The Equality Duty supports good decision-making; it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet differing needs. By understanding the effect of our activities on different people, we are better placed to deliver policies and services that are appropriate, efficient and effective.

The Equality Duty replaces the three previous public sector equality duties for race, disability and gender. It now covers the following protected characteristics:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation (inc LGBTQ) See appendix

The Equality Duty has three aims. It requires us to have due regard of the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

As a public body, in any decision making process, we need to consciously address the three aims of the Equality Duty to ensure there is no disadvantage to any individual within the establishment with regard to discrimination, equality of opportunity and good relations. There is no explicit requirement to refer to the Equality Duty in recording the process of consideration, but keeping a record of how decisions were reached will help us to demonstrate that we have considered the aims of the Equality Duty.

Specific Duties

The Equality Duty is supported by specific duties which require us to publish relevant, proportionate information demonstrating our compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.

The specific duties require us to:

- publish information to show compliance with the Equality Duty, at least annually;
- set and publish at least one equality objective, at least every four years.

Published Information

The following documents provide evidence of compliance with the Equality Duty:

Accessibility Plan
Special Educational Needs Policy
Safeguarding Policy
Looked After Children Policy
Teaching and Learning Policy
Behaviour Policy
Anti-bullying policy
Staff Code of Conduct
Information pack for prospective employees

Appendix 2

Age, Faith & Belief, Gender Re-assignment and Sexual Orientation

The school is committed to improving its services and the quality of life for all Newcastle residents regardless of their race, gender or disability but also their age, faith and sexual orientation.

Further information on age, faith and sexual orientation is given below.

Age

This applies to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training
- ban unjustified retirement ages of below 67
- remove the current age limit for unfair dismissal and redundancy rights
- A right for employees to request working beyond retirement age and a duty on employers to consider that request
- A new requirement for employers to give at least six months' notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal

The School has implemented these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

Faith & Belief

It is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

Gender Re-assignment

A person (usually with Gender dysphoria) who is proposing to undergo, is undergoing or has undergone gender re-assignment (the process of changing physiological or other attributes of sex, therefore changing from male to female or female to male). Trans is an umbrella term to describe people with this Gender identity. Intersex or third sex is not covered by the Act but the school will treat intersex children with the same degree of equality as children with Gender dysphoria.

Sexual Orientation

A person's emotional, romantic and or sexual attraction to another person.

Gender Identity

A person's internal sense of their own gender, whether male, female, or something else.

Sex

Either of the two main characteristics (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions; sometimes used interchangeably with 'gender' to mean 'male' or 'female'

Homosexual

This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Bisexual

Refers to a person who has an emotional and/or sexual orientation towards more than one gender.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This may encompass one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary.

Questioning

The process of exploring your own or sexual orientation and/or gender.

Non-binary

An umbrella term for a person who does not identify as male or female.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female; can identify as male, female or non-binary.

A transsexual person

A term used in the past as a more medical term to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some, although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to live in the gender they identify as. For each individual this will involve different things. For some it involves medical intervention, such as hormone therapy and surgeries but not all trans people want or are able to have this treatment. It might also involve things like telling family and friends, dressing differently and changing official documents.

Coming Out

This refers to when a person first tells someone, others about their identity as lesbian, gay, bisexual or trans.

Appendix 3

Roles and Responsibilities for Implementing the Equality Policy

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Policy by referencing this in induction packs
- ensure that the Policy is implemented effectively
- manage any day to day issues arising from the Policy whether for students or for the school as an employee
- ensure staff have access to training which helps to implement the Policy
- liaise with external agencies regarding the Policy so that the school's actions are in line with the best advice available
- monitor the Policy and report to the Governing Body at least annually, on the effectiveness of the Policy via the Head Teachers Report to Governors
- ensure that the SLT are kept up to date with any development affecting the action plan arising from the Policy
- provide appropriate support and monitoring for any students to whom the Policy has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- designate a governor with specific responsibility for the Equality Policy.
- establish that the action plan arising from the Policy are embedded within the SIP
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the Policy
- evaluate and review this Policy every two years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- identify good quality resources and CPD opportunities to support the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Policy as detailed in the SIP through distributed leadership

Parents/Carers will:

- have access to the Policy
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the Policy
- have the right to be informed of any incident related to this Policy which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Equality Policy
- be aware of the Equality Policy and how it relates to them
- make known any queries or training requirements

Students will

- be made aware of any relevant part of the Policy, appropriate to age and ability
- be expected to act in accordance with any relevant part of the Policy

Appendix 4 ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all staff, governors and parents are aware of the school's Equality Policy. Publish and promote the Equality Policy through the school website.	Questions about parent awareness of Equality Scheme in parental survey.	SENDCO	Parent Questionnaire April 2018	Staff are familiar with the principles of the Equality Policy and use them when planning lessons, creating classroom displays. Parents and governors are aware of the Equality Policy.
All	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.	Achievement data analysed by race, gender and disability.	Performance Senior Leaders / Faculty Heads	Ongoing	Analysis of teacher assessments / data demonstrates the gap is narrowing or sustained non-attendance for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	Faculty Heads	Ongoing	Notable increase in participation and confidence of targeted groups.
All	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, e.g. Diwali, Black History month.	Monitoring of reported incidents of bullying and harassment.	Citizenship teachers / Specialist Pastoral Services	From September 2017	Increased awareness of different communities and issues relating to race, disability, religion and gender shown in Citizenship/Tutor Time.