



Equality and Diversity Policy

December 2016

Introduction

This policy is in line with and according to the 2010 Equality Act.

At Calder High School we pride ourselves on the diversity of people who make up our School community; and we value the varied contribution that everyone can make to our learning.

We believe that all children, regardless of race, sex, or class, or disability can have high aims and that the School's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each other's languages and background.

We shall similarly encourage parents to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our behaviour policy we will do our best to ensure that all individuals in the School, including visitors, feel safe and are treated with consideration when they are amongst us.

This Equality Policy sets out the School's approach to promoting equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy

This Equality Policy statement sets out:

- The School's context
- Aims and values
- The School's overall approach to promoting equality: recognising and celebrating diversity and tackling discrimination
- Specific reference to race equality, disability equality and gender equality
- Roles and responsibilities
- Arrangements for monitoring, reviewing and assessing impact
- Equality information and objectives

The School Context – What sort of school are we?

When full, Calder High School will be an eight form entry secondary and sixth form , mixed, non-selective, non-denominational, school.

Equality – aims and values

Equality of opportunity at Calder High School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the School community — students, staff, governors and parents.

Our Equality Policy is based on the following core values as expressed in the School's aims and in line with the 2010 Equality Act

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous
- Be tolerant and respectful of others

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcomed by the School
- Work in partnership with staff
- Be well informed by clear communications
- Be respectful to the staff and their commitment to raising standards

We want governors to:

- Work as friends and partners of the School
- Know the School and staff well
- Offer constructive advice
- Promote the School in the wider community

We want the wider community to:

- Develop good relations with our School
- Broaden our horizons and challenge our thinking

We aim to encourage a love of learning and make every day a rewarding experience for children and staff.

We aim to help children:

- to develop lively, enquiring minds with the ability to question and argue rationally
- to acquire knowledge, skills and understanding
- to use language and numbers with confidence and enthusiasm
- to develop respect for religious and moral values and tolerance towards ways of life which differ from their own and respect British Values
- to understand the world in which they live and the interdependence of individuals, groups and nations
- to respect and care for other people and the environment;
- to grow in aesthetic awareness and make best use of opportunities for the creativity and imagination;
- to develop agility and physical co-ordination and the ability to express themselves through music and movement;
- to develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards fulfilling their potential:

- through the provision of high quality education and resources
- through encouragement and high expectation
- by developing self-esteem and fostering self-confidence
- by providing a happy and safe environment in which he/she may work confidently
- by ensuring progression through the setting of appropriate goals
- by preparing him/her for future education and a fulfilling life.

Our vision is for Calder High School to provide an environment where:

- Children are happy and highly motivated to learn
- the quality of teaching and learning enables each child to achieve their best;
- staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- parents are proud to send their children and enjoy working in partnership with the School.

These aims are designed to ensure that the School meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all students and to prepare them for full participation in a diverse society. This School will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure students with a disability have access to the School buildings and to the curriculum

Our approach to promoting equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

We are committed to working for the equality of people with and without disabilities.

The overall objective of the School's Equality Policy is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

Through the Equality Policy, the School seeks to ensure that no member of the School community or any other person through their contact with the School receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended School community

Race Equality

We are fully committed to meeting our obligations under the 2010 Equality Act and this is reflected in the policy statements above. To meet the specific duties of the Act we shall:

- ensure that all students and staff are encouraged and able to achieve the best of which they are capable
- Respect, embrace and value differences between people
- prepare students for life in a diverse society
- make the School a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the School and within the wider community
- ensure that an inclusive ethos is maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

We aim to ensure that wherever possible disabled people have the same opportunities as others in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that students and prospective students with a disability are not treated less favourably than other students and we shall take reasonable steps to avoid putting disabled students at a substantial disadvantage.

In addition, steps will be taken to ensure that employees support the governing body in meeting their duties and do not act in such a way that is or could be deemed discriminatory.

Staff are made aware of the basic requirements of the 2010 Equality Act.

There may be occasions where the treatment of disabled children is different from that of other students. In such cases the School will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The School will also demonstrate that all reasonable steps have been taken to avoid the disabled students being placed at a significant disadvantage. Where at all possible we will do all that we can to ensure that all disabled children can access the curriculum and participate in activities and trips.

Careful consideration will be given to how participation can be best facilitated. A range of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- health and safety requirements
- the interest of other students
- the extent to which it is practicable to take a particular course of action
- the financial resources available and the cost of a particular action

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled students. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled students before making bookings
- reviewing staffing arrangements to ensure that the School is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled students who are taking examinations
- ensuring all our policies and procedures consider have due regard for disability equality
- working closely with parents and disabled students to identify potential barriers to participation and devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Equality Act 2010

We will also take reasonable steps to find out whether prospective or existing students have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and students feel comfortable sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies where appropriate.

We believe that improving access to education and educational achievement for all

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We shall continue to improve the accessibility of the physical environment within the resources available in response to needs arising. We identify and monitor the performance of different groups of students: boys/girls; minority ethnic groups; SEN; disabled students; "Looked After Children"; EAL; chronic medical conditions.

Our assessment procedures take into account the SEN Code of Practice (2015) the needs of EAL students and the needs of minority ethnic students. We have procedures for involving all students in their own learning and we monitor this involvement and the outcomes.

Gender Equality

The School promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to all.

Gender Assignment and Sexual orientation

We challenge all discrimination and prejudice towards gay, lesbian and bisexual members of the School. We promote acceptance and understanding of these groups through such things as assemblies.

Behaviour and Bullying

We have a school behaviour policy that is equitable and consistent in its aims and procedure. We have a school anti-bullying policy that provides clear guidance on creating equal opportunity. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

Disability

We support disabled learners and staff by meeting their individual needs.

We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.

We take steps (reasonable adjustments) to ensure that disabled students are included in school life, including school trips and enrichment activities

We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students. However, due to the nature and age of the building this can pose some issues with mobility.

Gender

We monitor the attainment of all our students by gender.

We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.

We set targets to improve the attainment and rates of progress of particular groups of boys and girls.

We are identifying and addressing barriers to the participation of boys and girls in activities.

We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.

We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.

We work in partnership with our sixth form and other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.

We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into school life.

Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.

Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

Religion and Beliefs

Calder High School promotes the spiritual, moral, social and cultural development of all students through whole school assemblies and the curriculum.

Our curriculum, including Religious Studies, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

The RS curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.

We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.

Roles and responsibilities

All who work in the School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the School complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Head teacher is responsible for:

- Ensuring this policy is readily available and that the governors, staff, students and their parents know about it
- Making sure its procedures are followed

- Producing regular information for staff and governors about the policy , its effectiveness and providing training for them on the policy, if necessary
- Ensuring all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Engaging in training and learning opportunities

Responsibility for overseeing equality practices in the School is as follows:

- Coordinating and monitoring work on equality issues (Deputy Head teacher)
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Deputy Head Teacher)
- Monitoring the progress and attainment of vulnerable groups of students e.g. Black and minority ethnic students, including Travellers ((Deputy Head Teacher)
- Monitoring exclusions (Deputy Head Teacher)

Monitoring, reviewing, assessing impact

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment

Equality information and 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.

**Part 1: Information about the student population –
Students on roll on 16.1.17**

	Students	Male	Female	FSM	EAL	SEN	In care	Male (%)	Female (%)	FSM (%)	EAL (%)	SEN (%)
Year 7	217	122	95	47	18	58	0	56%	44%	22%	8%	28%
Year 8	178	105	73	38	15	52	2	59%	41%	21%	8%	29%
Year 9	183	93	90	57	25	40	1	51%	49%	31%	14%	22%
Year 10	179	91	88	47	21	32	0	51%	49%	26%	12%	18%
Year 11	219	103	116	47	27	46	1	47%	53%	22%	12%	21%
Year 12	77	36	41	10	24	5	0	47%	53%	13%	31%	7%
Year 13	74	39	35	6	12	9	0	53%	47%	8%	16%	12%
Total	1127	589	538	252	142	242	4	52%	48%	22%	13%	22%

Number of students on roll at the school: **1127**

Information on students by protected characteristics

The Equality Act 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.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

SEN

	Students	Percentage
No SEN	885	78%
SEN	242	22%
Total	1127	100%

Gender

	Students	Percentage
Female	538	48%
Male	559	52%
Total	1127	100%

Ethnicity

	Students	Percentage	Subgroup description
BCRB	1	0.1%	Black Caribbean
AIND	1	0.1%	Indian
WOTH	14	1.2%	Any Other White Background
NOBT	6	0.5%	Information Not Yet Obtained
AOTH	2	0.2%	Any Other Asian Background
BOTH	2	0.2%	Any Other Black Background
APKN	144	12.8%	Pakistani
WBRI	913	80.9%	White - British
MOTH	9	0.8%	Any Other Mixed Background
WIRI	4	0.4%	White - Irish
MWBC	6	0.5%	White and Black Caribbean
MWAS	17	1.5%	White and Asian
ABAN	2	0.2%	Bangladeshi
MWBA	4	0.4%	White and Black African
REFU	1	0.1%	Refused
CHNE	2	0.2%	Chinese
Total	1127	100%	

Religion

Row Labels	No.	%
Christian	382	33.8%
Unknown	83	7.4%
Muslim	140	12.4%
Sikh	1	0.1%
No Religion	484	42.9%
Other Religion	24	2.1%
Buddhist	5	0.4%
Refused	10	0.9%
Total	1127	100.0%

Information on other groups of students

Ofsted inspections look at how schools help "all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Free School meals

	Students	Percentage
No FSM	875	78%
FSM	252	22%
Total	1127	100.0%

Part 2: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective:

Ensure that high quality teaching secures good progress for all and that no particular group falls behind in terms of their average levels of progress in any given subject.

All students are targeted to make 2 or 3 sublevels progress across an academic year. This compares with the national average rate of progress which stands at 1.2 sublevels.

Progress we are making on this objective:

The process of analysing progress data is now firmly embedded in the rhythm of the school year. Staff have all been given training, as part of line management, in the forensic analysis of this data. Heads of department/phase leaders/teachers have to study the progress and attainment of individual students and discrete groups within their subject area. Where there are anomalies questions are asked and explanations considered. An action plan is then written to address any issues where a particular group might be making significantly less average levels of progress than other groups. All of these departmental/phase ETALs are shared across the School to share thinking and good practice.

Part 3: Information about our employees

If we have more than 150 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 16.1.17, the school employs 162 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Grounds, kitchen and cleaning staff

Row Labels	Count of Employees	%
Under 25	7	4.3%
25-29	18	11.1%
30-34	21	13.0%
35-39	21	13.0%
40-44	25	15.4%
45-49	16	9.9%
50-54	28	17.3%
55-59	19	11.7%
60 and over	7	4.3%
Grand Total	162	100%

Disability

Row labels	No of employees	%
YES		
NO		
No information provided	162	100%
Grand Total	162	100%

Gender

Row Labels	Count of Employees	%
F	109	67.3%
M	53	32.7%
Grand Total	162	100%

Ethnicity and race

Row Labels	Count of Employees	%
Asian, Asian British, Pakistani	2	1.2%
Mixed, White and Black African	1	0.6%
White, any other White Background	2	1.2%
White, British	116	71.6%
White, Irish	2	1.2%
(blank)	39	24.1%
Grand Total	162	100%

Religion and belief

	Count of Employees
Christian	10
Muslim	2
Unknown	95
Not obtained	55
Grand Total	162