



NAME OF POLICY **Equality Policy**

TYPE OF POLICY **Statutory**

Linked with or used in conjunction with the following policies:
 Accessibility Plan – consisting of Community Cohesion Equalities Policy and Disability Equality and Accessibility Plan.

Equality Schemes – as above.

Race Equality Policy – Community Cohesion Equalities Policy.

SUMMARY OF CONTENTS *(to be filled in by MoS Responsible)*

Member of Staff Responsible/Author

Ms F Barton / Ms R George

Date of last review/update	Date last Ratified	Next Review Date	Due at SLT Date	Due at Committee	Date Ratified by FGB or through committee
					09/03/2010
Feb 2010	09/03/2010	Jan 2011	07/02/2011	CC 01/03/2011	22/03/2011
Jan 2011	22/03/2011	Feb 2012	08/02/2012	CC 06/03/2012	03/07/2012
Feb 2012	03/07/2012	Mar 2013	26/03/2013	CC 07/05/2013	<i>Under Review</i>
Mar 2013	03/07/2012	Mar 2014	Mar 2014	CC 06/05/2014	<i>Under Review</i>
Mar 2014	03/07/2012	Mar 2015	Mar 2015	CC 17/03/2015	<i>Under Review</i>
Mar 2015		Mar 2016	Mar 2016	CC&PP 18/03/16	19/04/2016

Equality Policy

1. Introduction and content

1.1 Why we have developed this Policy

This Equality policy for Longhill High School brings together policies and action plans for Race, Gender and Disability equality, meeting the statutory duties in these areas. It includes **all the protected characteristics** covered under the Equality Act 2010. However, it goes far beyond these strands to include the elements required under the new duty to promote Community cohesion such as religion & faith, sexual orientation, trans-gender, students who are parents, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality policy is inclusive of our whole school community – students, staff, parents/carers and visitors, who have been involved in and contributed to its development. It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

The purpose of this policy is to set out how our practice can tackle discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. This policy will be monitored annually, its impact measured against identified outcomes and reviewed every three years.

1.2 Our school within the wider context

Geographical Location

Longhill is on the eastern edge of the local authority of Brighton & Hove. Whilst the majority of our students are from Brighton & Hove we also have 3.3% of our intake from East Sussex. Brighton is a coastal town with a diverse population and seasonally affected unemployment. Brighton & Hove also has a thriving LGBTU community.

Our school intake is drawn from the following village locations

41% Woodingdean

5% Rottingdean & Ovingdean

20% Saltdean

22% Whitehawk

12 % other

Each of these villages and local communities has a very distinct character and contributes to our predominately white majority school community. There is representation from a range of ethnicities and faiths. Furthermore, changes to political boundaries and catchment area adjustments, have resulted in an increased number of students coming to the school from the primary school that has the highest FSM % (89%). The school recognises that this results in changes in the intake profile for the school and are continuing to evaluate the impact that this may have upon both those in the transition year and also generally across the school.

Approximately 60% of our students are transported to school by bus. Around 50% of our students would require the use of two service buses to access school or services without a school specific bus route. This presents a level of challenge for some of our elements of the school community living in areas of social deprivation.

The school comprises significant diversity of socio-economic background. Access to services and social activities are restricted due to communities not being served by adequate bus services or being able to

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I:\ofsted\Ofsted Planning\9 School Policy Documents\School Policy Documents Statutory & Additional\Statutory Policies\Equality Policy updated 21.9.15 (1)

financially access those same services through the use of alternative transport means. Young people and families without access to family transport have a potentially higher exclusion from services depending on where they live and their family income.

The school deprivation indicator suggests a level of deprivation slightly higher than the National picture, however this somewhat masks the true picture in that the school takes from wards that have prosperity indicators higher than the national average as well as from wards which have significant deprivation.

The most recent figures from the Brighton and Hove regeneration team indicated that 26% of Longhill students live in a postcode within the bottom 10% Super Output Area of Deprivation (Evidence census, SOA, B&H statistics). The school's intake over the last two years and in the forthcoming years will feature increasingly higher percentages of students from challenged socio-economic families. (School data team analysis of admissions and of feeder Primary Schools)

A continued focus on inclusion has resulted in a significant restructuring. This encompasses changes within SLT and the inclusion team and leads through to pastoral support teams in a cohesive manner. The restructuring is part of our whole school development in raising attainment and reducing exclusion and will be a significant feature of focus for the school, short and medium term.

Attainment levels of different groups of pupils

Students join Longhill High School with standards that are broadly average as demonstrated by KS2 SATS results and CAT tests taken in Year 7.

Data Summary

	Average point score at KS2	VR	QR	NVR	Average
Year 7	28.0	96	94	96	95
Year 8	27.6	97	95	97	96
Year 9	28.2	97	94	97	96
Year 10	26.3	97	94	96	96
Year 11	27.2	98	95	100	98

Year 8 and Year 10 Cohorts are significant negative when compared to National Data KS2 data.(RoL Validated 2015)

This analysis has been supported by our CATS analysis. This shows similar significant differences with distribution within our different constituent communities. Certain elements of our school community show over representation in the categories of vulnerability, including special educational needs. This further impacts upon attainment.

We have four main geographical areas feeding into the school in addition to a group we have identified as 'other' comprising all those who do not fit these four areas. These give us a range of differing attainments that show us geographical location within the school community is a factor of interest. Our school community analysis by postcode shows us that two of the five constituent communities have the lowest attainment, achievement and attendance and the highest rate of exclusion. When combined with other vulnerability indicators such as SEND, BESD and FSM we have identified our most vulnerable group and the one that requires the greatest inclusive support.

Although broadly average, there are fewer high attaining pupils than in many schools and a higher proportion with special education needs (Ofsted 2013).

Please see below for entry data table Prior Attainment Bands: Longhill High School

		All Pupils									All Pupils									
		% by Prior Attainment Band						% each level for English						% each level for Maths						
		School			Nat			School			Nat			School			Nat			
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	
Year 12	240	27.48	17.2%	55.5%	27.3%	14.6%	52.5%	32.9%	26%	45%	26%				22%	49%	28%			
Year 11 (Tas)	226	27.45	12.8%	46.5%	38.9%	16.3%	49.1%	34.7%	32%	92%	42%				16%	51%	31%			
Year 10	218	26.32	20.6%	55.5%	22.0%	17.5%	51.7%	30.8%	22%	55%	19%				27%	49%	20%			
Year 9	225	28.19	14.2%	40.4%	43.6%	13.6%	48.1%	38.3%	16%	48%	32%				16%	42%	39%			
Year 8	196	27.55	16.3%	51.0%	30.6%	13.5%	48.7%	37.8%	20%	54%	23%				17%	42%	37%			
Year 7	216	27.97	13.4%	50.0%	34.7%				14%	63%	22%				14%	45%	39%			

		Pupil Premium									Pupil Premium								
		APS						% each level for English						% each level for Maths					
		School			Nat			School			Nat			School			Nat		
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Year 12	79	25.84	29.1%	60.8%	10.1%			35%	46%	13%				35%	46%	19%			
Year 11	92	25.72	21.7%	57.6%	20.7%			30%	60%	10%				26%	58%	16%			
Year 10	83	24.54	34.9%	54.2%	10.8%			35%	54%	8%				43%	43%	11%			
Year 9	103	26.61	22.3%	47.6%	28.2%			21%	53%	19%				25%	44%	25%			
Year 8	82	26.20	25.6%	56.1%	18.3%			32%	50%	17%				22%	49%	28%			
Year 7	94	26.56	19.1%	62.8%	18.1%			23%	64%	13%				20%	53%	27%			

		Non - Pupil Premium									Non - Pupil Premium								
		APS						% each level for English						% each level for Maths					
		School			Nat			School			Nat			School			Nat		
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Year 12	161	28.30	11.32%	52.83%	35.85%			22%	45%	32%				15%	50%	33%			
Year 11	134	28.67	6.7%	38.8%	51.5%			11%	51%	35%				9%	47%	41%			
Year 10	135	27.45	11.9%	56.3%	28.9%			15%	55%	25%				16%	52%	26%			
Year 9	122	29.52	7.4%	34.4%	56.6%			11%	44%	43%				7%	40%	51%			
Year 8	114	28.56	9.6%	47.4%	39.5%			12%	56%	27%				14%	38%	43%			
Year 7	122	29.10	9.0%	40.2%	47.5%			7%	61%	29%				9%	39%	49%			

Updated 5 May 2015

There is no consistent trend to suggest that either gender is disadvantaged. When the school has focussed on achievement in either boys or girls, this has made a positive impact in attainment and achievement and had the result of an inconsistent trend in the last five years. Individual subject areas now focus upon gender in a differentiated fashion across the curriculum. This is reflected in their action planning and the performance management targets of individual staff.

28% of students are on the SEND register and of these 3.2% have statements of SEND. (SEND Analysis Data- Community Cohesion document). This includes those students who are part of the specialist unit for students with severe specific learning difficulties. This contrasts significantly with the national average of 16% SEND and 2% statemented (DFE).

Significantly, K students are over represented in our exclusion figures, particularly with regard to SEMH (Exclusion Analysis Data- Community Cohesion document). This is a complex picture because the actions of certain students are leading towards a classification of SEMH at K on the local authority threshold criteria. The school is refocussing its individualised response to this group with new ways of working for our Inclusion Learning Mentors from September 2015.

Our non-white Ethnic groups are of a low numerical representation. The intake is predominantly white (89%) and the stability of the student population broadly reflects the national picture. Therefore figures for differing ethnic groups are relatively statistically meaningless. Students in each year group are analysed in the same vein as our CIC students on an individual basis.

FSM White Boys currently demonstrate a consistent profile of underachievement and lower attainment. The school has invested substantially in a significantly enhanced inclusion strategy to attempt remediation for this cohort. There has been some success in moving this group forward.

Attendance figures have continued to rise over the last four years, (94.3% against a target of 92.5 at the end of 2014) and the school has successfully reduced Persistent Absence to 5.5%. (a reduction of 8% over the last two years). The analysis of the community cohesion figures show that two significant communities totalling 35% of the school population, impact most negatively, however attendance of BN25 students has improved significantly over the last three years from 87% to 92% (July 2015). These are the same communities that impact most negatively on CVA, attainment and inclusion data in general. Combine the

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geographical data, with FSM and SEND status the school has a very clear picture of our most vulnerable groups of young people and disadvantaged families.

The school strives for and expects to predict a consistent raising of attainment and achievement, from KS2 to KS4 as a result of enhanced effectiveness of provision for our school community and the Specialist Status.

1.3 Our vision statement about equality

Longhill School seeks to foster a genuine sense of belonging for our students, staff and families. We want our school to be at the heart of our local community. To this end, every possible effort will go into creating a warm, welcoming and respectful environment. This will allow us to question and challenge discrimination or inequalities where they occur and to resolve conflicts peacefully. We all have a right to a place where we can work and learn free from prejudice, harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will do our utmost to ensure that our differences do not become barriers to participation, access and learning. We will create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We therefore cannot achieve equality for all, by treating everyone the same.

1.4 Overall aims and approach of our Equality Policy

We proactively embrace the challenge to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We recognise and accept our equality duties as set out in the Equality Act 2010. We actively seek out opportunities to demonstrate and illustrate the following key concepts:

- **Shared Humanity.** Underlying our diversity lays commonality and shared values, aspirations and needs. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness of our global, national and local cultural mix and look for ways of celebrating and understanding it better
- **Interdependence, interaction and influence.** We recognise that as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other. Our aim will be to understand this and its effect on the school community. Wherever possible we will take action so that new, emerging inequalities are challenged and rectified. Revisions of this policy will have regard to such issues.
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community but also realise such achievement takes many forms including academic, social, physical and reflective.
- **Personal and cultural identity.** We recognise that most individuals belong to a range of different groups and that some of these may change over time and necessitate a range of responses to promote inclusion.
- **Promoting an understanding of fairness and social justice.** We aim to provide our community with good citizens and this is perhaps our most important aim as a school.
- **Equality of access to the curriculum and extra curricular opportunities.** We will ensure that no groups of young people are excluded disproportionately. Utilising our curriculum planning; quality first, differentiated teaching and learning and self actualisation we will engage and include our community of learners.

We further seek to achieve the following outcomes:

- **Raised attainment and the closure of the achievement gap**
- **Recognition and value of diversity within the school, local, national and global community.**
- **To ensure ability and disability are not inhibiting factors to attaining potential.**

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- **Positive student behaviour in support of learning**
- **Maximal attendance within all elements of our community.**
- **To have reached all those involved in their children's learning and development, and to have engaged diverse local communities**
- **School workforce will be representative of our student population and offer positive alternative role models that challenge popular prejudice.**
- **Take steps to ensure our school site is reasonably adapted so that access is not restricted.**
- **To meet the needs of our community through admissions within the context of the local authority admissions policy**
- **To ensure proactive steps are taken in our harder to reach communities so that engagement is maximised.**
- **To use our technological capabilities as a specialist school to engage virtually with elements of the community.**
- **To use our virtual capacity to ensure those with physical disabilities have greater opportunity to engage in extra curricular activities and extension tasks.**

Please see our Whole School Action Plan for details.

Through this Equality Policy, Longhill High School will strive for absolute equality in our dealings with our community to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment than any other. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or whether they have any spent convictions, pregnancy and maternity. The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members.

Access Plan

We have produced an access plan in which addresses our statutory duties to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

In addition to this, our future accessibility aims for 2015-16 are as follows:

- To increase access to written material for all students evidencing a 'literacy attainment gap' (Please see whole school action plan for details)
- To embed a 'love of reading' in our wider school population, reaching staff and students alike and raising the profile of reading. (Please see English department action plan and mentoring resources)
- To plan for the successful inclusion of a key group of vulnerable pupils in Yr 7 and simultaneously contribute to work force development in terms of the 'attachment aware' agenda from Brighton & Hove

Updated by SLT – 21.07.15 – GE&BN

I:\ofsted\Ofsted Planning\9 School Policy Documents\School Policy Documents Statutory & Additional\Statutory Policies\Equality Policy updated 21.9.15 (1)

- To create an 'SEN One Stop Shop' for all school staff, providing easy access to a range of model strategies and resources for planning and information. To also raise awareness in all staff of the 'continuum of SEN/D assessment' and their role in this (please see Learning Support Action Plan for details)
- To research ways to develop the school website to increase the range of information formats available eg video, podcasts etc
- To increase the school's ability to assess for memory and executive function needs in groups of our student population, with an aim to supporting them with national changes to forthcoming terminal examinations and the reduction in modular assessment. (Please see Learning Support Action Plan for details)

2. Our approach

2.1 Teaching & Learning equality awareness

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.2 Support for pupils/students

2.2a Auxiliary Aids

We embrace our duty to provide student with appropriate technological aids and support. Please see our SEND Policy for further details.

2.2b Pastoral Support

All students will need some support throughout their school career. The Pastoral system at Longhill enables this support and has been re-structured this year (from July 2015) to support students through the horizontal Year Group system. For many years our vertical House system has been the main structure of pastoral support. The House system is strong and will continue to remain in place with newly appointed House Coordinators leading additional enrichment activities for all students. From September 2015 the HoY along with a team of Behaviour and Attendance Learning Mentors will ensure the monitoring of progress in terms of attainment, attendance and behaviour.

In addition to this support for ALL students we also recognise groups of students that may require additional support:

- BME students are supported through a system of support and signposting led by a named member of staff who provides a variety of accessible events such as a 'fasting' room during Ramadan, Black History Month hosting events, speakers and special whole school assemblies, access to local religious leaders etc.

Updated by SLT – 21.07.15 – GE&BN

I:\ofsted\Ofsted Planning\9 School Policy Documents\School Policy Documents Statutory & Additional\Statutory Policies\Equality Policy updated 21.9.15 (1)

- LGBTU students are supported through an LGBTU staff working group who are working with identified students with additional support from ALLSORTS, a local organisation supporting young LGBTU students
- Health Care Plans are in place to support students with significant medical issues
- Care pathways are in place for students on our Vulnerable Student Register, particularly those students at VSR2, 3 and 4.
- SEND students have a range of bespoke pastoral support options, on top of being able to access all in-school support mechanisms. Every young person on our SENDIMS register has an allocated 'Key Support Teacher'; a member of the learning support staff whose responsibility it is to provide an additional level of cohesive care to them, over and above school systems. The Key Support teacher is a liaison between school staff, home and the specialists who make up the team around young people with additional needs. They help translate the information as it moves between the relevant personnel and will ensure any referrals or specialist assessments are applied for. They are able to advocate on behalf of the young person to school personnel. Please see the SEND Policy for more details.

2.3 Admissions

Longhill school complies fully with the LA admissions policy. Maximum consideration is also given within school to actual placement within groups in school, taking note of any particular abilities or needs to ensure placement allows for positive engagement and success. Our Admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. Our Admissions Policy can be found on our school website.

2.4 Exclusions

Exclusions will always be based on the school's Behaviour Policy. This can be found on our school website. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified, investigated and dealt with.

2.5 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

2.6 Hire of School

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school values and Equality policy will not be permitted to hire rooms or use our grounds.

Visitors and contractors are responsible for: Knowing and following our equality policy.

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equalities policy and we require similar compliance by any sub-contractors. Please see Safeguarding policy

3. Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific

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I:\ofsted\Ofsted Planning\9 School Policy Documents\School Policy Documents Statutory & Additional\Statutory Policies\Equality Policy updated 21.9.15 (1)

requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. (See the Safer Recruitment Toolkit for further guidance.)

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Via the Human Resources service we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

Recruitment Policy

Absence Policy

Whistleblowing Policy

Well Being Policy

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development and during the academic year 2014/15 this included bespoke work in such areas as Transgender, specialist behaviour interventions and strategies, Emotional well-being and EAL inclusion as an example of some of the training undertaken. All SLT have undertaken 'Safer recruitment training'.

4. Roles and responsibilities within our school community

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

Our Governing Body will:

- designate a governor with specific responsibility for the Single Equality policy
- ensure that the action plans arising from the policy are part of the SIP
- support the Head teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this policy every two years
- ensure the school complies with all current equality legislation
- making sure this policy and its procedures are followed.

Our Headteacher will:

- ensure that staff, parents/carers, students and visitors and contractors are informed about the Single Equality policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy action plan
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- monitor the policy action plan and report to the Governing Body at least annually, on the effectiveness and positive impact of the policy
- ensure that the SLT are kept up to date with any development affecting the policy or actions arising from it
- ensure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

Our 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
- with the Headteacher, provide advice/support in dealing with any incidents/issues

Updated by SLT – 21.07.15 – GE&BN

- assist in implementing reviews of this policy as detailed in the SIP
- seek ways through which subject leaders will ensure the curriculum provides community cohesion opportunities and promote equality
- Positively promote equalities related issues through assemblies in the school

Our school staff will:

- be involved in the ongoing development of the policy action plan
- be fully aware of the Single Equality policy and how it relates to them
- understand that this is a whole school issue and support the Single Equality / Community Cohesion policy
- model good practice, dealing with racist incidents and being able to recognise and challenge prejudice and stereotyping
- promote equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- keep up to date with the law on discrimination and undertake regular equalities and diversity training
- Accurately and swiftly respond to and report any equalities incidents.
- Be familiar with the process for reporting racist or religiously motivated incidents

Our parents/carers will:

- be given accessible opportunities to become involved in the ongoing development of the policy action plan
- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any prejudice driven incident which could directly affect their child

Our pupils will:

- keep equality and diversity issues on the School Council agenda,
- share input with staff on developing policies relating to this area. This may include the anti-bullying policy and specifically racist and homophobic bullying and developing school/class rules which challenge discriminatory behaviour.
- be involved in the ongoing development of the single equalities action plan and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy

Responsibility for overseeing equality practices in the school lies with the Chair of the Pupil Premium and Community Cohesion Committee.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.
- Monitoring exclusions

5. Responding to harassment, victimisation and bullying

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference

Updated by SLT – 21.07.15 – GE&BN

I:\ofsted\Ofsted Planning\9 School Policy Documents\School Policy Documents Statutory & Additional\Statutory Policies\Equality Policy updated 21.9.15 (1)

(real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy is currently under review (Autumn term 2015) but defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet). It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying* Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

We define 'Prejudice related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. In the case of serious incidents we will support the victim and their family to contact the Council's specialist Casework Team by calling 01273 292735, or emailing on communitysafety.casework@brighton-hove.gov.uk

Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;

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- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

5.2 Reporting, recording and responding to prejudice based bullying and incidents

All reported prejudice based bullying incidents are logged so that this process of monitoring and support can be undertaken. A column in this log specifically relates to consideration of equalities related issues. If such an issue is identified, steps are taken to support the victim and also to address any needs of the perpetrator. See the schools Anti-bullying Policy for further details. This can be found on the schools website.

All hate incidents or prejudice based bullying are recorded in more detail on given forms and on SIMS and reported termly. These forms allow greater detail to be given and also question the series of events in such a way as to be able to give an appropriate level of support and care to the victim.

Interventions include a range of actions however the school has adopted a very strong system of Restorative Justice with trained RJ workers who lead the process. This has proved to be highly successful when dealing with incidents like this.

For further information about this please see our 'Anti-bullying Policy'.

6. Commissioned services

We are increasingly directly responsible for the purchase of some goods and services such as maintenance, cleaning and security. We work closely with the local authority on procurement to ensure that equalities issues are given full regard. When procuring goods and services from external suppliers, we ask the following questions to help ensure that equalities issues and duties are taken into account.

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7. Involving the school community in the development of our Equality practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups by:

Our pupils/students

- regular annual surveys – both whole school and more targeted groups eg. Bus community, subject areas etc.
- Student Voice through our student council who meet half termly and represent all student groups.
- Minority groups e.g. LGBTU students, BME students, SEND, EAL through small group work, meetings and working parties.

Our staff

- Our well-being committee suggestions which are open to and contributed to by all staff
- Surveys are regularly conducted
- Working parties to address such issues as behaviour, support for LGBTU etc.

School Governors

- Regular committee meetings where staff make presentations and Governors request information
- Visits to the school, learning walks,
- Exit interviews with leaving members of staff, active involvement in Policy eg SEN Gov input to SEN Policy

Parents/Carers

- Surveys and questionnaires at every parent event

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- Targeted workshops for Parents/carers
- FAQ's on website
- Communications via email/newsletter
- Outreach support to listen to the views of parents/carers in targeted communities
- Use of translators for those who have EAL
- Additional support for those with low level of literacy

Our partners in the community

- invitation to local community for school events,
- consultation around initiatives, information giving,
- Longhill Leisure Centre community

8. How we identify our equality objectives

In line with our statutory duties we publish annually equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OfSTED inspectors visit us and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

9. Implementation, monitoring and reviewing

This policy was published in July 2015. It will be actively promoted and disseminated through our school website and with our school council.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

9.1 Participation of Stakeholders

The development of this policy will be an ongoing process involving the whole of our school community.

- Minority, marginalised and potentially vulnerable groups
- Parents and carers
- Our partners in the community
- Staff and students
- Future Consultation

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We also value more qualitative information which may be given to us less formally or even anonymously.

The Local Authority will provide us with a range of services which support the equalities agenda and helps us to identify our strengths and those areas requiring action.

We will establish good links with our local and our wider community. From engagement in our community we learn about equalities issues outside of school and can establish mechanisms for addressing them within school.