



DEVONPORT HIGH SCHOOL FOR GIRLS

EQUALITY POLICY

Named person: R Morgan

Category: Statutory

Review: Annual review of the Policy, four yearly review of Equality Objectives

Date to be reviewed: Summer 2019 (Objectives Summer 2020)

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Governors' Policy Committee on: 09/07/18

Ratified at the Full Governors' meeting on: 11/07/18

Equality Policy

This policy reflects the Equality Act 2010, and the Counter Terrorism and Security Act 2015 and supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

Through this policy Devonport High School for Girls will fulfil its public duty to have due regard to the Equality Act 2010 and the Counter Terrorism and Security Act 2015 aims:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations between people who share a protected characteristic and people who do not share it;
4. Promote fundamental British values;
5. Have due regard to prevent people from being drawn into terrorism.

The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff, governors and visitors

The Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

Equality, Community Cohesion and promoting fundamental British values at Devonport High School for Girls

When we talk about Community at DHSG, we mean the following groups:

- Our school community
The students, parents, carers and families, our staff, governors and community users of our facilities and services.
- The community within which our school is located
This is our geographical community - Peverell, Central Park and the Central and North East Locality - and the people who live or work in this area. This applies not just to the immediate neighbourhood but also to our city and recognising what is distinctive about Plymouth.....the sea, the moors, the docks, the Armed Forces etc.
- The UK community
All schools are by definition part of this community.
- The global community
Formed by EU and international links.
- Our distinctive partnerships:
Specialist School status / International school / British Council / Confucius classroom / The Link Partnership / Young Enterprise

Introduction

At DHSG we are fully committed to promoting equality, community cohesion and fundamental British values in line with recent Department for Education (DfE) recommendations, and the requirements of the Equalities Act 2010, to keep children safe and prepare them for life in modern Britain. We welcome the DfE's focus on strengthening the 'spiritual, moral, social and cultural (SMSC) standard' by actively promoting the:

'fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.'

Our vision recognises and celebrates diversity and welcomes the contributions which different groups and individuals make to our community. By promoting shared values and creative inquisitiveness, over lazy acceptance of doctrine and stereotypes, we aim to break down barriers and challenge students to think for themselves and see their shared place in the world.

Our vision of a cohesive community is one where:

- There is a common vision and a sense of belonging for all communities.
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity and we work towards eliminating all discrimination, on the grounds of race, sex, sexuality, gender reassignment, disability, age, religion and belief, pregnancy and maternity. We believe that all students, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times.

This policy aims to show how all stakeholders in Devonport High School for Girls will meet their duties as stated in the Equality Act, to promote community cohesion and fundamental British values.

We actively:

- Encourage the development of a strong sense of identity and individual liberty, not only as individuals but as part of different community groups (locally, nationally and globally).
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.
- Support development of active citizens, citizens who know their own rights and responsibilities as well as knowing and respecting those of others.

- Develop students who understand the British parliamentary system and democracy.
- Develop students' understanding of British Law.
- Provide opportunities to positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society.
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

Our contribution to equality, community cohesion and fundamental British values can be grouped under the following strands:

- **Teaching, learning and curriculum** – to teach students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation, responsible action and tolerance.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities; and eliminating variations in outcomes for different groups.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds, beliefs, cultures and faiths, and to build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, learning and curriculum

At DHSG we have a sharp focus on maintaining high standards of learning and teaching which is embedded within a relevant and high quality curriculum. Opportunities for discussing issues of identity and diversity are evident across the curriculum. We will ensure that our students:

- Recognise diversity across the school and within the wider community and take opportunities to celebrate and value difference as appropriate.
- Understand the idea of shared values and what that means to us as individuals.
- Have an understanding of the need to defend the human rights of all individuals.
- Participate, through their own choices, in all that the school and wider community has to offer.
- Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping.
- Have a greater understanding of community and diversity through enrichment activities and visits.
- Have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

As stated in our aims, we at DHSG believe in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child.

We will ensure that students and staff:

- Are treated fairly and equally and given equal opportunities in all that the school has to offer.
- Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended school activities.
- Identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach.
- Work together to eliminate any variations of expectation for any groups or individuals.

Engagement and Extended Services

DHSG students take an active part within the community from local to global. We aim to progress this action further to the benefit of the students themselves as well as the wider community. We will therefore:

- Provide opportunities for our students and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members.
- Sustain our existing links with other schools and different communities both locally as well as nationally and internationally and seek opportunities for branching out further.
- Provide signposting to the wide variety of extended services on offer in the school and elsewhere locally.
- Develop stronger links within local community organisations through, for example, work with The Link Partnership (TLP).
- Provide greater opportunities for students, together with their families, to take part in activities and receive services which build stronger positive interaction.

Who is responsible?

The governors are responsible for:

- Making sure the school complies with the relevant equality legislation;
- Making sure the school sets and publishes equality information and objectives; and
- Making sure the school actively promotes British values.

The Senior Leadership Team is responsible for:

- Ensuring steps are taken to address the school's stated equality objectives;
- Ensuring that equality, access and community cohesion objectives are readily available and that the governors, staff, students, and their parents/carers know about them;
- Producing regular information for staff and governors about the objectives and how they are working.
- Ensuring all staff know their responsibilities and receive training and support.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Promoting equality, community cohesion and fundamental British values in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

Our parents/carers will:

- Be given opportunities to become involved in the ongoing development of the policy.
- Have access to this policy via the school website (hard copies available on request).
- 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 students will:

- Have a voice in developing policies relating to this area. This may include the anti-bullying policy and specifically racist and homophobic bullying and developing school rules which challenge discriminatory behaviour.
- Be expected to act in accordance with the policy

Staff development

All staff are provided with equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

How we conduct equality impact assessment, and monitor the policy

As a school we carry out rigorous data tracking, monitoring and analysis of all students and their progress to ensure the appropriate progress is being made. This data is also analysed to track and monitor the progress and attainment of vulnerable groups. Through analysis by the Head Teacher, Senior Leadership Team, Subject Leaders, Heads of House and Class Teachers we are aware of any groups or individuals who are not making at least expected progress. Interventions for these identified students is clearly detailed and tracked against outcomes.

Evidence of this process can be found in the 'Guide to Assessment Procedures booklet'.

To continue to embrace a diverse workforce through the analysis of the workforce census, equality data is captured on an annual basis from staff.

Welfare concerns in relation to this policy including those in relation to Radicalisation and Extremism must be reported to the Designated Safeguarding Lead (DSL) in line with our Child Protection policy and we have a robust Staff Code of Conduct that underpins the aims of this policy.

How we chose our equality objectives

Our equality objective setting process has involved gathering evidence from:

- Ofsted Inspection Data Summary Report.
- The monitoring and analysis of student progress and attainment.
- Behaviour for Learning data.
- Bullying records.
- Parent/Carer and Student surveys.
- Recruitment Equal Opportunities Monitoring Form.
- Attendance Data
- Behaviour, attendance and emotional wellbeing audit (BAE).

Four-year equality objectives 2016-2020 Progress update Summer 2018

	Objectives 2016 - 2020	Progress
1	<p>To continue to raise the progress of every student throughout the school regardless of their protected characteristics: through equality and excellence so that our students exceed national standards of attainment and any gaps in attainment between students are reduced.</p>	<p>Overall attainment and progress are consistently high when compared with outcomes nationally and our projections indicate this will continue to be the case in 2018. In 2017 the School's overall Progress 8 score was positive 0.7 with Attainment 8 scores significantly above national results for all student groups. 100% of students achieved at least a grade 4 in both English and Maths with 82% achieving the EBACC, both of which are considerably higher than national outcomes. We consistently have a positive performance gap between our disadvantaged students when compared with other students both within school and nationally. In 2018 our disadvantaged students achieved a positive Progress 8 score of 0.9 which was significantly higher than national. In 2017 our 16 to 19 A Level value added score was positive 0.1 which reflected nearly a quarter of a grade improvement from last year. Additionally in 2017, over 65% of our examination entries for disadvantaged students showed positive progress. For our 2018 cohort, we are confident of our predictions where our disadvantaged students will make positive progress as a cohort, and will be in line with the rest of the school, also on positive progress. This is currently projected at a Value Added score of 0.16</p>
2	<p>To build on good relations between different communities within the school and promote cultural development and understanding of British Values through a rich range of experiences both in and beyond the school. To engage further with families, particularly those with EAL/FSM, so they can support their child's learning at home. To encourage applications for entry to the school from all socio-economic groups.</p>	<p>This is a strength of the school and some example projects and links are: Afri-Twin, Comenius, Erasmus and Euroscola. We have launched 'Spectrum' a club for students who are LGBT and have worked closely with the Intercom Trust to support students around identity and to provide LGBT training to staff specifically to support transgender students. We have positively promoted and inculcated British Values across the school community via the pastoral curriculum and through close collaboration between post 16 and the lower school, Pastoral Leaders ensure that British Values remain a 'golden thread' that runs through the pastoral curriculum. We have a high success rate of FSM students receiving offers from Russell Group Universities from our 2017 cohort, the overwhelming majority of our disadvantaged students obtained a place at university, including the Russell Group and Oxford. For 2018 all students in our disadvantaged cohort who wished to, hold a place for university. Our admissions policy has been amended to positively advantage Disadvantaged (Pupil Premium) students.</p>

3	To increase the accessibility to the building for those with protected characteristics and to continue to embrace a diverse workforce through the monitoring and review of recruitment data.	Our latest new block - Mathematics block has a disabled toilet and complies with the latest accessibility building regulations. We have installed fire safety Evacuation chairs to all stairwells in the main building. Equality data is captured on job application forms and analysed following the recruitment process.
4	To increase the accessibility to the building as a learning environment for those with disabilities.	Portable disabled ramps have facilitated access to all school buildings and classrooms. New Blocks - MFL and Mathematics with ramped access and disabled toilet facilities. Additional fire detection points, additional refuge points to the first floor, Evac chairs to all refuge points. Specialist classroom chairs purchased for specific students. Wheelchair available for use around the school. ICT equipment in classrooms upgraded to facilitate learning for the hard of hearing. We now also have a lightweight wheelchair to allow access around the grounds working more effectively on steps and grass.
5	To continue to embrace a diverse workforce throughout the monitoring and review of recruitment data.	Equality data is captured on job application forms and analysed following the recruitment process, through annual staff declarations.