



Kindness Empathy Respect Responsibility Honesty Resilience

Hospital and Home Education Learning Centre

Equality and Diversity Policy

March 2019

1. **Introduction**

- 1.1 At HHELC we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
 - 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
 - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
 - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
 - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
 - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
 - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils and students can make good progress and achieve to their highest potential.
 - 1.4.7 **We work to raise standards for all Pupils and students, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable Pupils and students raises standards across the whole school

2. **The Equality Act 2010**

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, students, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none , gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**
- 2.3 The **Public Sector Equality Duty** requires schools to:
 - a) Eliminate unlawful discrimination, harassment and victimisation
 - b) Advance equality of opportunity between different groups
 - c) Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
 - a) Schools publish information to show compliance with the Equality Duty
 - b) Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled **Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law**.

3. **Meeting the Public Sector Equality Duty**

- 3.1 The following list is used to inform our equality objectives and actions in appendix 1.
- 3.2 Further support and information can be obtained from the City Council's Equality and Community Relations Team equalityanddiversityteam@nottinghamcity.gov.uk or telephone 0115 876 2747.
- 3.3 We aim to address the following points when considering our objectives and actions.
 - 3.3.1 **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of issues of equality in relation to admissions and exclusions.
- We work towards ensuring that reasonable adjustments are made for disabled people
- We actively promote equality and diversity through the curriculum
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

3.3.2 **What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population and use data relating to for e.g. gender, disability and ethnicity in order to inform planning and identify targets for improvements particularly between specific groups of children

3.3.3 **What we are doing to foster good relations**

- We prepare our pupils and students for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils and students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum where appropriate.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils and students to appreciate their own culture and celebrate the diversity of other

3.4 **Meeting the specific duties**

3.4.1 **What we are doing to show compliance to the Public Sector Equality Duty (PSED)**

We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We are able to produce and analyse equality data which inform our Equality Objectives

3.4.2 **What we are doing re: Equality Objectives**

Our objectives for **2019-20** are :

- **To eliminate discrimination, harassment and victimisation** we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism
- **To advance equality of opportunity between different groups** by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils and students.
- **to foster good relations** we want to provide more opportunities for pupils and students to appreciate their own culture and celebrate the diversity of other

We will publish these objectives within our policy with copies available on request. Appendix 1 identifies each objective, for which an action plan is created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

3.4.3 **Consultation**

In order to meet the PSED, consultation of this Policy is undertaken with a range of stakeholders.

4. **Roles and Responsibilities**

4.1 **Governing Body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

4.2 **Headteacher and Leadership Team**

The Headteacher and Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4.3 **Teaching and support staff**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom / teaching space
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work

- Support different groups of pupils and students through differentiated planning, teaching and making reasonable adjustments for disabled Pupils and students and those for whom English is not a first language

4.4 Breaches

Breaches will be managed by the Headteacher and Governing body

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

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Action Plan 2018-2020

Equality Objective No. 1 - To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

OUTCOMES	MEASURED BY
Students feel safe and understand that all forms of prejudice are unacceptable and to be challenged.	Pupil and student voice / pupil and student consistently demonstrate tolerance in their behaviours and attitudes.

Activity	Lead	Progress Milestones
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	All staff Governors	More diversity reflected in school displays and materials for lessons across all year groups
To identify, respond and report racist incidents as outlined.	Head Teacher Governors	Staff, parents, pupils and students are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups.
To ensure equal access to the curriculum for all, including those with additional learning needs.	Head Teacher All staff Governors	Additional support in place where required to ensure that no pupil/student is unable to access any aspect of the curriculum.
To ensure all opportunities arranged within school have an appropriate balance between girls and boys	Head Teacher All staff Governors	Equal representation / opportunities for boys and girls.
To ensure pupils and students with a disability are actively involved in school activities To ensure there is effective transition between base schools and HHELC.	All staff	Pupils and students with a disability are participating in extra- curricular activities. Pupils and students, parents and staff have opportunities to meet and discuss relevant issues before admission when appropriate.
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	All staff	Programme of organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.

Equality Objective No. 2 - To advance equality of opportunity between different groups by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> Pupils and students from all groups attain well and we will strive to ensure they make at least expected progress from their individual starting points Outcomes for LAC and post LAC pupils and students - attainment gaps are closed. Pupils and students individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND, LAC 	Pupil and student outcomes

Activity	Lead	Progress Milestones
Monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential under-performance is identified	Head Teacher Assessment lead	Termly assessments HT report to Governors
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support	Head Teacher Governing Body	Pupil and student achievement for equality groups at or above national average, and where there are gaps these are narrowed through effective monitoring and intervention.
<ul style="list-style-type: none"> Be as flexible and responsive to needs as possible. e.g. reduction of support as the young people develop a greater level of independence Review the pupil and student cohort and identify potential additional pupils and students and families who may benefit from this support Explore options of more effective use of support staff to increase the capacity of the resource and develop the independence of pupils and students with SEND 	SENDco All staff	Review of case studies and actions taken
To ensure all pupils and students are given the opportunity to make a positive contribution to the life of the school.	SMT	All school events have pupils and students from all groups participating, with monitoring of groups where there is less take up.

Equality Objective No. 3 - To foster good relations we want to provide more opportunities for pupils and students to appreciate their own culture and celebrate the diversity of others

OUTCOMES	MEASURED BY
Students are exposed to opportunities that give them experience of a range of cultures.	Curriculum review / pupil and student voice / pupil and student work scrutiny.

Activity	Lead	Progress Milestones
To celebrate a range of cultural events throughout the year to increase pupil awareness and understanding of different communities	All staff	Programme of organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.
Carefully consider taught themes to ensure cultural balance	All staff	Long Term Curriculum plans includes themes and activities which promote diversity and cultural awareness – to be developed Summer 2019 – Spring 2020.