



Equality Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

The purpose of this policy is to sit directly underneath the Lydiate Learning Trust (LLT) 'Equality & Diversity Policy', which can be found on the Deyes High School Website

1. Introduction

Deyes High School believes that everyone is entitled to equality of opportunity regardless of race, age, physical ability, gender, sexual orientation, creed, culture or social class. For students there should be equality of access to the curriculum, extra- curricular activities, the student support system and the spiritual, moral, social and cultural aspects of school life.

We believe that high quality education depends upon:

- Equal opportunities
- Justice and dignity for all
- High expectations
- A wider choice in life
- An understanding of others

Discriminatory views and behaviour are not acceptable. They damage the spirit of the school. We will challenge behaviour and counsel those involved. We will help students to understand how such views develop and how knowledge and understanding can help break down prejudice

We ensure our equality principles apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

2. Definitions

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

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What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender whether staff, governors, students, parents / carers or visitors. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

3. Legal Requirements

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Deyes High School seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equality Policy
- Publish Equality Objectives which are specific and measurable

What is the duty?

We must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

4. Meeting our Duties Statutory Requirements

The PSED (sometimes referred to as the general duty) requires us, in carrying out our functions, to have due regard to the need to promote race, disability and gender equality.

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Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination.
2. Promote equality of opportunity.
3. Promote good relations between people of different racial groups.

Disability Equality

The general duty to promote disability equality means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people.
2. Eliminate unlawful discrimination
3. Eliminate disability-related harassment.
4. Promote positive attitudes towards disabled people.
5. Encourage participation by disabled people in public life.
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Make improvements to the physical environment of the school to increase access.
2. Make written information accessible to pupils in a range of different ways.
3. Ensure that disabled pupils do not receive less favourable treatment, and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment.
2. Promoting equality of opportunity between men and women, girls and boys. The duty also includes the need to consider actions to address the causes of any gender pay gap.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on valuing common values and diversity, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

Strand 2 – Equity and Excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

Strand 3 – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

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We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of our students with those in other schools. We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Deyes aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. We are committed to recruiting and retaining a diverse workforce, taking reasonable adjustments into consideration.)
- Committing to cohesion and celebration of diversity (e.g. regular events in school to encourage interaction and raise awareness such as Black History Month activities spanning form time, staff briefings and the taught curriculum.)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing. We collect, analyse and use data in relation to achievement, broken down as appropriate according to Special Educational Needs, ethnicity, gender.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Deyes continually operates equality of opportunity in its day to day practice. The school will aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, Deyes will;

- Be at the heart of the community, underpinning our values to create a welcoming environment for all, celebrate the diversity of the communities they serve and promote community cohesion.
- Ensure that diversity, equality and inclusion run through everything we do and are included in all policies when reviewed.
- Provide a safe environment where adults are dedicated to protecting the rights, meeting the needs and supporting the aspirations of children. Each Academy will be recognised by all as an inclusive, high

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quality learning environment. Follow the academy equality and diversity statement and policy, and publish equality objectives which are reviewed and updated annually.

- Bi-annually review admissions processes to ensure that our practice supports our vision for equality, diversity and inclusion.
- Ensure procurement criteria are inclusive and support the values of Deyes High School
- Have clear complaints procedures and report on complaints annually
- Report annually on the equality objectives set, the equality & diversity profile of their staff and student/pupil population, complaints received, and the activities taken to ensure their Academy Governance Committee is open and inclusive.

6. Mainstreaming Equality into Practise

There are distinct approaches we take towards students, staff and community, in providing them with equal opportunities.

Students

- All students sign the school's home school agreement, including its commitment to equal opportunities.
- Rewards and sanctions are applied in a fair and consistent manner.
- Year 7 – 11 students are expected to wear school uniform
- Students benefit from the support of a Form Tutor, who they meet daily in the middle of the learning day.
- Students receive 3 progress reports each year.
- Students have access to a broad and balanced curriculum. Academic and vocational courses are available to suit students post-16.
- Students are entitled to an effective range of teaching and learning styles.
- Students are entitled to high expectations from their teachers, in order to help them achieve their full potential.
- Students' progress and achievement is monitored across all minority groups to ensure they are achieving to the level of their peers.
- Sports and other activities are made available to the widest range of students possible.
- Students are entitled to take part in curriculum visits and extra-curricular activities, regardless of socio-economic background or physical ability.
- Students will have access to the school's resources (for example - careers advice).

Staff

- The school's recruitment process aims to ensure fairness and good practice in all activities related to the appointments procedure
- All staff will have access to appropriate staff development, often led by other staff.
- All new staff and Governors will be provided with a full induction programme which will incorporate information about the school and its commitment to equal opportunities.
- All staff are involved in the school's performance management reviews.

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- Equal Opportunities issues should feature regularly in the Staff CPD programme.

Community

- Opportunities are the same for all students regardless of where they live.
- The school has an open door policy for all parents/carers
- All students as appropriate (e.g. by Year group) benefit from members of the community who are invited in to speak on issues of specialist or sensitive nature.
- All requests for help with the community are considered.

7. Information gathering and Engagement

Purpose and process

The collection of information is crucial to supporting the school in deciding what actions need to be taken in order to improve equality and eliminate discrimination within the school community. The information also subsequently helps the school to review its own performance, therefore, it needs to be detailed enough to measure how well the school is delivering on its equality duties. The information also helps create impact assessment and evaluate the school's aims; identifying those that have been achieved and those that require additional work.

Engagement is based on the information gained about representation of different groups. The school aims to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The school takes particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes, but is not limited to the following:

- an analysis of the responses received from pupils, parents/carers, staff in questionnaires.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- uptake of enrichment activities by group;
- attendance data analysed by group;

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- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties.

We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. These include, but are not limited to the following:

- The school's links to the Trust Board and Governing Body,
- Links with FE, HE, apprenticeship and industry providers,
- Links with our AMP SCITT partnership school,
- Annual Parental and Pupil Questionnaires,
- Involvement with Community based activities
- Work with our local Primary schools
- Representation at SEND forums within the local community,
- Links with local church and annual Christmas Services for our pupils.

8. Deyes High School commitment to Equality, Diversity & Inclusion

At Deyes High School, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience, and treatment, and to challenge stereotypes. Our wider school community consists of a diverse range of people – employees, visitors, students, and parents/carers. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

Deyes High School Equality Objectives

We publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of these objectives is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

The schools chosen equality objectives are:

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1. To ensure the schools commitment to equality is evident in its strategic development planning, operations, promotion and self-review
2. To promote equality and diversity amongst school stakeholders in order to raise awareness and encourage understanding and contributions from all
3. To achieve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, sexualities and ethnicities
4. To improve the levels of attendance and attainment across all key stages and respond to variation between groups of learners, as identified by internal and local authority data. In particular, high ability boys and disadvantaged
5. To ensure all pupils have equal access to the curriculum, free from limitations, discrimination and barriers
6. To further improve accessibility to learning and participation for students, staff and visitors; removing barriers in order to ensure full engagement in school life

In setting the equality objectives for the school, due regard is taken in respect of the Equality Act general duty to;

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it by;
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it,
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The schools SEP and Equality Objectives are set in the light of the regional equality objectives identified in Appendix 1. Taking into account the views expressed by stakeholders that have been involved in the development of the scheme while addressing any issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and progress for the following cohorts;

- Male and Female pupils,
- SEND pupils,
- Children in care (LAC's),
- Disadvantaged.

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The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes;
- promote community cohesion.

7. Strategic Equality Planning

At Deyes High School we have created a multi-layered process to approaching strategic equality planning. Our detailed documentation sets out our intent, implementation and impact monitoring of equality, diversity and inclusion.

Deyes Equality Policy

Our Equality Policy contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Deyes Strategic Equality and Diversity Plan (SEP)

The purpose of the school's Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of the school plans and policies as defined within the Equality Act 2010. The Deyes Strategic Equality and Diversity Plan (SEP) is an important and detailed document that identifies the areas of diversity, equality, and inclusion we intend to focus on over the next 3 years.

Equality, Diversity and Inclusion Audit

At Deyes we annually review how well we achieve our equality commitment with regards to the protected groups under the Equality Act (2010). We do this through conducting a detailed Equality, Diversity and Inclusion Audit. This is completed by the Senior Leadership Team and quality assured by the Governing body, before being published to key stakeholders. This audit provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The results ensure that we can continue to tackle issues of disadvantage and underachievement of different groups at Deyes.

8. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school promote equality and ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance of the specific duties of the Act, it will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, the school will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

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Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

9. Responsibilities

Lydiate Learning Trust (LLT) Trust

Lydiate Learning Trust will:

- Set equality objectives (reviewed annually), and publish information to demonstrate its compliance with the public single equality duty
- Seek to ensure that the Trust Board and Academy Governance Committee's recruitment attracts a representative sample of our neighbourhoods, in particular, we aim to have balanced gender composition. In the case where this balance does not represent the population, we will formally review our recruitment efforts to ensure they are inclusive and make improvements where appropriate.
- Report on how the Trust is doing on its representation priorities for the Board and the management team
- Review all policies and practices on a rolling basis to ensure that they meet legal obligations, and work to exceed these
- Create a culture that drives positive behaviour
- Have clear complaints procedures and report on complaints annually
- Bi-annually review recruitment processes to ensure that our practice supports our vision
- Ensure our procurement criteria are inclusive and support Lydiate Learning Trust's values
- Work in partnership with organisations that support Lydiate Learning Trust's values and vision

The Trust Board are responsible for making sure the Academies/Schools follow all of the equality and diversity statements and policy, meeting its legal responsibilities with respect to equality, reviewing the Equality Policy, quality assuring the Academy/School equality audits.

Governing Body

The LLT Trust board and School governing bodies have set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics.

The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school.

In order to meet its reporting responsibility, the Senior Leadership Team and governing body will assess the progress of the SEP annually.

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Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Trust's and school's policies, ensuring that all staff are aware of their role in equality.

Staff (teaching and non-teaching)

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Students and parents/carers have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

10. Addressing equality, diversity and inclusion at Deyes

Student Attainment and Progress

All groups of students in the school are carefully monitored to ensure that they make the progress expected and achieve their targets. Subject leaders and department heads monitor the progress of students within their subject and arrange additional support as appropriate. Barriers to learning such as difficulties with attendance and/or family circumstances are addressed by the pastoral deputy and/or the learning mentor.

In some cases, progress meetings may identify difficulties for a group of students. Where this is the case, a more extensive programme will be implemented.

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In terms of academic success, we are committed to supporting the learning of students across the ability range and, as such, are conscious of the fair distribution of resources not only at points crucial to performance table statistics. Different students will excel in different subjects. As such, we continue to protect the broad and balanced curriculum to ensure that all students have the chance to succeed and have their skills and abilities recognised.

Individual assessment of English as an Additional Language (EAL) students is completed annually by our SENDCO. The information from this assessment is compiled and used to demonstrate trends and individual progression. Discussion with class teachers is an important feature as are “focus” opportunities, where time is taken to assess the needs of individuals. Provision for students with English as an additional language is separate from that provided for students with special educational needs (SEND).

Constructing and Delivering the Curriculum

Curriculum planning aims to provide a relevant and balanced curriculum that will motivate and engage our students. Students are encouraged to gain confidence in non-stereotyping curriculum areas. Planning takes account of the need for differentiation to provide full access for students with a range of varying needs.

We include in our plans:

- SMSC, British Values and our 4G core values
- opportunities for students to explore the local environment outside the school and work with the local community
- topics and projects that look at different groups, religions and cultures as they are present in the UK
- an international dimension where we study other countries and also apply an international perspective to other topics
- opportunities for students to exchange views and recognise the different perspectives that other groups might have.

Each classroom is made equally welcoming to all students with flexible seating arrangements and a variety of resources made accessible to support students in their learning.

Grouping is appropriate for specific purposes and positive discrimination is adopted in order to meet every student's rights under equal opportunities. A positive classroom ethos is developed with the use of rewards and boundaries and clear expectations for classroom behaviour. A well-established behaviour policy supports teachers in the maintenance of an environment conducive to learning. All students have individual targets and are clear about what they need to do next to make the progress expected of them.

Resources are prepared and selected that are free from gender or cultural bias, where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to provoke discussion.

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Developing Our Ethos

School ethos is based on Christian values and marked by the quality of relationships within the school and the sense of vision that the school has as a whole. All adults and students within the school contribute to our ethos.

The key factors are:

- the examples they set through relationships and actions
- the organisation of the school and the extent to which it values involvement, cooperation and consultation
- curriculum development and improvement, with a priority placed upon maintaining the broad and balanced curriculum
- school projects and groups that emphasise the importance of social skills and the development of self-esteem, e.g. school parliament
- a positive behaviour policy, where every opportunity is taken to praise and reward and encourage a sense of community and shared responsibility
- the scene set during Eucharist, assemblies, form prayers and other collective opportunities
- taking every opportunity to celebrate our successes and strengths as a school
- that school and classroom ethos reflect the value placed on every individual student
- that school publications reflect our commitment to equal opportunities

Listening to Our Students

The school parliament is only one way in which we enable our students' views to be shared. We place priorities on ensuring that students have the opportunity to express their views regularly and that actions are taken that reflect how they feel such as the PASS surveys. We actively encourage all groups to share their views through discussion groups and form tutor time. Students are consulted about aspects of school policy and individual learning meetings and mentoring provide opportunities for students to discuss their own learning needs. Listening to what students have to say alerts us to issues relevant to particular groups within the school and helps us to address these as they arise.

Involving Parents/Carers and the Local Community

We seek to involve as many parents and members of the local community in our school as possible. We encourage active involvement through:

- written communications, such as newsletters, termly plans for parents and guides to the curriculum
- text messaging
- the school website
- parent consultation evenings and open evenings
- drop-in sessions

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- attendance at and participation in concerts and other school events

Sharing Our Experiences

Our school is fortunate to have a richness of culture and a diversity of ethnic origin, religions and sexuality that enables students to learn first-hand what it means to have different religious beliefs and different cultures and ways of living. Opportunities are taken within school to share these experiences through:

- religious education lessons where students are encouraged to share their experiences
- discussions during tutor group time where any misconceptions can be addressed
- assembly and form time discussion tied into UNICEF Rights Respect in School, 4G core values and British Values
- Personal Development programme working with outside agencies to deliver quality SMSC and RSE provision
- displays around the school that reflect a range of positive images.
- Tutor group time provides a good opportunity for students to discuss issues relating to equal opportunities in a sympathetic environment.

Opportunities to share experiences within the community include:

- inviting speakers into school from different charities and organisations
- arranging trips within the locality, e.g. to arts centres, museums and parks
- working with local clubs and teams on different events
- Working with local and national charities

School Procedures - Considerations

Home circumstances have an effect upon students' experiences in school. We take into account the differences that exist and that may place extra pressure upon particular students at particular times. Special factors that need consideration include:

- the impact of large quantities of homework when students have commitments after school
- the difficulties that some students experience in finding quiet zones to complete homework
- parents' difficulties with literacy and numeracy
- requests for money for trips, charities and other extras that might cause difficulties for parents

We address these considerations through:

- providing parents with early notice of trips and additional activities
- keeping the cost of any trips as low as possible
- providing a fund to top up trips where insufficient funds can be raised
- providing as many lunchtime clubs as possible
- timing events after school so that they do not coincide with family commitments
- drawing up access management plans to help us ensure that the school provides physical access for all

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- providing homework clubs and times during the school day when students can complete homework tasks

Admissions and Exclusions

As a voluntary aided school, our governors are the admissions authority. Our Academy Governing Committee acts in accordance with our published admissions arrangements. We recognise our role in admitting students from all sections of the community with a broad range of individual needs. We are committed to working actively with other services to avoid the need for permanent exclusion.

Access to Facilities

The new school building is due to commence on or before September 2021. It will comply with accessibility requirements and provide a far more suitable environment than the current school for students with a variety of physical and sensory disabilities. Expert advice from the local authority Disability Officer will be obtained at every stage of the development of the plans.

Dealing with Issues

We take pride in the way in which our students work together irrespective of differences of religion, ability and social background. However, on occasions, racism, sexism and bullying do occur. We acknowledge their presence and are committed to actively campaigning against them.

We aim to tackle them by:

- maintaining an overall school ethos of respect and tolerance for one another
- insisting upon high expectations in relation to student conduct towards one another
- providing a range of opportunities for students of different ages to work together
- setting a good example ourselves as positive role models
- recording and addressing all incidents that are reported — incidents of racism being recorded separately along with any actions taken
- providing feedback on trends in incidents to the Academy Governing Committee
- taking advice from members of the local community and/or the LA where there are worrying trends or pressures
- applying our behaviour policy and appropriate sanctions where rules are broken
- working in conjunction with parents to discuss unhelpful attitudes and difficulties with social skills ☒
- being alert to signs of racial harassment and bullying
- developing an ethos where concerns can be raised and discussed
- maintaining awareness of issues relating to harassment and bullying.

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

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11. Further Guidance

For further information, please see the Equalities Act 2010 and the Public Sector Equality Duty.

- Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Public Sector Equality Duty <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

12. Related Documents

The purpose of this policy is to sit directly underneath the Lydiate Learning Trust (LLT) 'Equality & Diversity Policy', which can be found on the Deyes High School Website

- Admissions Policy
- Accessibility Plan
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Code of Conduct Policy
- Complaints Policy
- Containing Professional Development Policy
- Curriculum Policy
- Disadvantaged Documents
- Family Friendly Working Policy
- GDPR Policy
- Homework Policy
- Inclusion Policy
- Look After Children Policy
- Medicines Policy
- Managing Allegations of Abuse Against Staff
- Most Able Student Policy
- Parental Engagement Policy
- PSHE Policy
- Relationship & Sex Education Policy
- Safeguarding Children Statement
- SEND Policy
- SMSC Policy
- Staff Code of Conduct
- Supporting Students with Medical Conditions Policy
- Teaching & Learning Policy
- Whistleblowing Policy
- Worklife Balance Policy
- Young Carers Policy

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