



# **NEW HORIZON COMMUNITY SCHOOL**

## **EQUALITY & DIVERSITY POLICY**

**2018-2019**

Updated: January 2019

Date of next Review: November 2019

## **The Equality Act 2010**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about Which schools need to be aware? The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all

The types of discrimination that is unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do. The exceptions to the discrimination provisions for schools that existed under previous legislation such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

1. Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives (required from 5 April 2012), and then periodically updated (chapter 5 of the guidance below gives full details).
2. It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
3. It is now unlawful to discriminate against a transgender pupil.
4. It is now unlawful to discriminate against a pupil who is pregnant or has recently had baby.
5. New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.

6. Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

## **Introduction**

NHCS is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. At NHCS we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

## **We aim to:**

- Provide a secure environment in which all our students can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being).
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity and actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

## **Disability:**

### **Definition of disability**

Disability legislation has defined a disable person as someone who has a 'physical or mental impairment which has substantial or long term adverse effect on his or her ability to carry out normal day to day activities.

The definition of disability has also been extended as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial effect on their activities;

- Individuals with a mental illness no longer have to demonstrate that it is ‘clinically well recognised’ although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day to day activities.  
If employees are disabled, or become disabled, they are encouraged to tell the school management about their disability so that appropriate support can be offered, or adjustments made where possible. The school will monitor the premises to consider whether they place disabled employees or applicants at a substantial disadvantage compared to other staff. Where reasonable, the school will take steps to improve access.

### **Safer Recruitment**

Ensure that job applicants and employees are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, heritage group, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction;

### **Admissions and exclusions**

Our determined admissions arrangements for Year 7 and Post 16 are fair and transparent, and do not discriminate on race, disability, sexual orientation or socio-economic factors. Exclusions will always be based on the schools Behaviour for Learning Policy. We will closely monitor exclusions in respect of equality.

### **Responsibilities**

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school’s equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
  - 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, pare
- All staff are responsible for:
- promoting equality and community cohesion 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.

### **The Head teacher**

It is the Head teacher’s responsibility to:

- Implement the Equality and Diversity Policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development in relation to equality and diversity.
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying.
- Ensure that all visitors and contractors are aware of, and comply with, the equality and diversity policy.
- Produce a report on progress for governors annually.

### **All Staff**

It is the responsibility of all staff to:

- All staff ensures the classroom is an inclusive environment in which pupils feel all
- Contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.
- Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.
- Staff encourages pupils to become independent and assist them in taking responsibility for nets / carers and visitors to the school.
- Visitors to our school will be expected to respect and follow our equality policy.

### **Monitoring and Reviewing**

This single equality policy and action the action plan is incorporated into our development plan and will run for three years and reported upon annually to the governing body. The School Development Plan will ensure this scheme forms an essential part of the schools action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures that other school policies address equality issues. This Scheme and the school's equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage different sections of the community.

## **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

All incidents are reported to the Designated Senior Person and Head teacher and are recorded as part of our whole school safeguarding processes