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The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG

EQUALITY POLICY AND PROCEDURE

March 2023

THE CROSSLEY HEATH SCHOOL

Equality Policy and Procedure

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Responsibility: Executive Leader

Date of Review: March 2027

1. Introduction

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

2. Scope

Our Equality Policy is inclusive of our whole school community – students, staff, trustees, parents/carers, visitors and partner agencies - who we have engaged with and who will contribute to the ongoing development of our policy and equalities work.

The Crossley Heath School is committed to providing equality in an inclusive culture and strives to ensure that the culture and ethos of the school reflects the diversity of all members of the school community. Equality and inclusivity are firmly rooted in our school values. Discrimination will not be tolerated and we welcome our duties under the Equality Act 2010 to

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups

We welcome our responsibility to promote community cohesion and are committed to developing good relations across different cultures, ethnic, religious (and non-religious) and socio-economic groups. We are also committed to supporting our staff in the practical implementation of this policy. We embrace the aim of working together with others to improve children's educational and wellbeing outcomes.

3. Legislation and Guidance

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies. It harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age
- Disability
- Gender reassignment

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership (for staff only)

4. Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We acknowledge that our school community is changing to become much more diverse in nature and Crossley Heath embraces this diversity. We will ensure that we:

- Value difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Strive for social cohesion within our school and the local and wider communities.
- Encourage and respect personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Aim for fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.
- Challenge and seek to eradicate discrimination on any grounds. Any claims of bullying or racist language will be quickly dealt with.
- Ensure that all students have a right to equality of access to what is best in educational provision.
- Ensure that there is no restricted access to any activities because of stereotyped views of ability.
- Assess, monitor and conduct Equality Impact Assessments of our functions and policies.

5. Equality for All

The school is committed to ensuring that all its activities are accessible by all and are fair and consistent as part of its duties. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

This will include the following aspects of school life, although this list is not exhaustive.

- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion and inclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of students for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of students
- homework
- access to school facilities
- activities to enrich the curriculum, for example, visitors to the school or visits to the theatre to enhance culture capital
- school sports
- employees' and staff welfare
- Any discrimination by staff or students will be dealt with under existing school discipline procedures.

6. Roles and Responsibilities within our School

6.1 The Head Teacher is responsible for overseeing the implementation of the policy and, alongside the Senior Leadership Team, will ensure that staff are aware of their responsibilities and that they are given necessary training and support. The Head Teacher will also:

- ensure that staff, parents/carers, students, visitors and contractors are engaged in the development of and informed about the Equality Policy. Consultation takes place concerning the content and the policy is accessible for all on the school's website.
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available. Current links exist with the local authority, local community leaders and activity providers which can be utilised for this purpose.
- monitor the policy, report ongoing progress to the Governing Body and at least annually report to them on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it
- ensure Equality Impact Assessments are conducted on functions and policies.

6.2 The governing body is responsible for the equalities strategy in school and will:

- designate a trustee with specific responsibility for the Equality issues in school
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Head Teacher in implementing any actions necessary

- engage with parents and partner agencies about the policy
- evaluate and review the policy and the objectives every 4 years

6.3 The Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Head Teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy

6.4 Students will:

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

6.5 Parents/carers will:

- 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 incident related to this Policy which could directly affect their child

6.6 School staff will:

- promote an inclusive and collaborative ethos in the school and challenge inappropriate language and behaviour
- respond appropriately to incidents of discrimination, harassment and victimisation
- ensure appropriate support for students with additional needs and maintain a good awareness of equalities issues
- be fully aware of the Equalities policy, be involved in the development of the policy as appropriate, and be aware how it relates to them
- will receive and attend training

6.7 Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

7. The Curriculum

- We will ensure that curriculum planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity. All staff ensure the classroom is an inclusive environment in which students feel their contributions are valued.
- Positive steps are taken to include students who may otherwise be marginalised. We take account of students' cultural backgrounds, experiences and starting points and are responsive to students' different learning styles. All students are regularly consulted about their learning.

- We will monitor and analyse student performance by protected characteristic, special educational need and social background. We will use that information to inform curriculum priorities and whole school development.

8. Equality Impact Assessments (EQIAs)

We will use data and other information about our school, and Equality Impact assessments (EQIAs) as a common-sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our students and staff and that diversity, equality and inclusion run through all areas of school life.

9. Commissioned Services (buying in services)

When buying goods and services from external suppliers, we will ask the following questions to help ensure that equality 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 will also 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.

10. Our Staff

10.1 We value our staff for their ability and potential to help us make the best possible provision for the children in our school. Our policies and programmes benefit all members of staff in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- whatever their gender, gender identity or sexual orientation
- irrespective of other factors such as age, income, family circumstances or where they live.

10.2 We will comply fully with legislation which protects all our staff from discrimination based on the protected characteristics. With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a 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 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.

- 10.3 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.
- 10.4 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.
- 10.5 We will ensure that all our staff receive appropriate training to help them understand their equality duties/and the differing needs of protected groups within our school community.

11. Responding to Hate or Prejudice-based Incidents and Bullying

- 11.1 We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people, sexism and other forms of discrimination. We will take action to prevent, challenge and eliminate any such behaviour.
- 11.2 Clear procedures are in place so that all forms of bullying and harassment are dealt with promptly, firmly and consistently. All forms of bullying and harassment are recorded, monitored and dealt with in line with relevant school policies.
- 11.3 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.
- 11.4 Through our school ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.
- 11.5 We will use this information to identify trends and patterns and to provide any necessary reports, 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.

12. Implementation, Monitoring and Reviewing

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

- 12.2 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.

13. Equality Objectives

- 13.1 This policy and the agreed Equality objectives will be published on our school website and hard copies will be available from the school office, in line with the 'Specific Duty' in the Equalities Act.
- 13.2 We will ensure that the content of this policy is known to all trustees and staff and as appropriate to all students and their parents and carers.
- 13.3 Using the views of students, parents, staff and the community and analysis of available information above we will set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.
- 13.4 This policy does not form part of any employee's contract of employment and it may be amended by the Governing Body at any time following consultation with recognised trade unions.
- 13.5 The school has set the following equality objectives for 2023-2027:
- a) To ensure our provision meets the educational needs of all students, including those students from disadvantaged backgrounds and those with different characteristics, enabling them to make excellent progress. This will include ethnicity, gender, first language, Pupil Premium (PP), those in receipt of a bursary and students with special needs.
 - b) To monitor the effectiveness of our equality and diversity practices during the recruitment process for staff and actively encourage applicants from a wide variety of backgrounds to apply for vacancies to enrich the staff profile and create role models for students.
 - c) To ensure the number of reported cases of homophobic, sexist, racist, derogatory and other discriminative language by students in the school is kept to a minimum by educating students and a zero tolerance approach.
 - d) To continue to provide a school environment that welcomes, protects and respects diverse people.
 - e) To embed within the school's PD curriculum and subject lessons, opportunities to address discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
 - f) To monitor student participation in extracurricular activities, considering ways to increase participation if any student groups are under-represented in order to ensure equality and inclusion for all students.