



POLICY: Equalities and Diversity

VERSION NUMBER: 1.0

STATUTORY: Yes

DATE AGREED: 13th June 2017

REVIEW DATE: Summer term 2018

RESPONSIBLE MEMBER OF STAFF: Jo Lindley

GOVERNOR COMMITTEE: Personnel and Welfare

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: D Hiley



JMHS Equalities and Diversities

JMHS is determined that through our commitment to provide excellent and enjoyable learning for all, our students will all develop the skills, knowledge and attributes to prepare them for happiness and success in higher education or the inspiring career pathway of their choice.

We recognise our responsibilities under the Equality Act 2010 and believe that everyone in the school is of equal value and should have equal opportunities in school, our community and life.

We acknowledge that this Act brings together into one Act those areas known as 'protected characteristics' that qualify people for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We understand that people in society can be discriminated against due to these protected characteristics. This is not acceptable in our school.

Equal opportunities are not about treating everybody the same. It is about recognising that people are individuals and therefore, different. Each member of our school community is expected to demonstrate respect for each other and to ensure that all members are valued equally: supporting an individual to meet their needs and celebrating strengths and talents.

Our Aims

For students to feel valued, be happy and enjoy success

Through strong collaboration between school and home, students are supported to:

- Understand the importance of their unique identity and the role this has within the school and community
- Consider carefully key moral, religious and spiritual aspects of life
- Work hard and to the best of their ability and aptitude
- Develop a sense of responsibility and self-discipline

JMHS provides

- Excellent and enjoyable learning for all
- A safe, supportive learning environment which inspires and enthuses students to become independent and self-motivated learners
- A personalised approach to meet the needs of all students: academically, emotionally, culturally, socially and physically
- An atmosphere where all members of the school community are able to flourish and succeed; are valued and encouraged to make positive contributions and leave the school as responsible and independent members of our community

Whilst we actively take every effort to ensure that equality of opportunity is reflected in all aspects of the school, all members of the school and the community are expected to immediately report incidents of prejudice and discrimination. Students, parents and staff must inform the tutor or House Leader of any incidents regarding fellow students and staff report to their line manager or the SLT.

These aims promote equal opportunities for all. Equal opportunities enable "all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings" (OFSTED).

Roles and Responsibilities

JMHS condemns racism, sexism and negative attitudes towards disability, homophobia and discrimination of any kind.

Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone – all students and staff can expect to be listened to and have their complaints investigated. If a student or a member of staff feels that his or her complaint has not been properly dealt with the matter could be escalated through the complaints procedure and referred to the Headteacher or the Chair of Governors.

Bullying and harassment of any kind is dealt with swiftly and may lead to exclusion or dismissal where any allegation is proven with no extenuating circumstance.

Role of the Governing Body

The governing body will:

- ensure that the school complies with the appropriate equality legislation and regulations
- meet its obligations under the Public Sector Equality Duty to publish equality objectives
- ensure that the school's policies and procedures are developed and implemented with the appropriate equality impact assessments informing future plans
- ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised
- ensure that the school's Admissions policy does not discriminate in any way
- ensure equal opportunities in staff recruitment and promotion practices, professional development programmes and in governing body membership
- proactively recruit high-quality applicants from under-represented groups
- provide information in appropriate and accessible formats
- ensure that the necessary disciplinary measures are in place to enforce this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- ensure that this policy is embedded into the school

- actively challenge and take appropriate action in any case of discriminatory practice
- address any reported incidents of harassment or bullying in line with DfE guidance
- monitor and analyse the performance of all students including those with protected characteristics within the school curriculum and extra-curriculum involvement and devise and implement strategies for improvement
- produce an annual report on the progress of implementing the provisions of this policy
- provide a broad and balanced curriculum, including homework tasks which develops key skills including literacy, numeracy, and *fosters a mastery approach*
- monitor the delivery of the curriculum to ensure that it is appropriately differentiated to meet the intellectual and social needs of all students
- ensure that positive attitudes towards gender, cultural diversity and special needs of all kinds are cross-referenced in all curricular, student welfare and staff policy statements
- monitor the school's performance in equalising opportunities including the use of resources, examination entries and successes and school leaver destinations
- ensure that any student or staff member who has suffered racist, sexist, homophobic or other forms of personal verbal or physical abuse or intimidation are supported by the school and anyone who has committed such offences are appropriately dealt with
- monitoring and keep under review recruitment, appointments, promotions, staff training and other staff policies to ensure there is no overt or covert discrimination. However, the right is reserved, for specific appointments, to recruit either a male or female member of staff to comply with existing legislation (e.g. the supervision of students changing for PE)

Role of the designated SLT member for co-ordinating the policy

The designated SLT member will:

- ensure that all staff members receive the appropriate equality and diversity training as part of their New Staff Induction and continuous professional development
- ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this policy
- record, report and address all discriminatory incidents between students
- seek advice from appropriate agencies in order to ensure that this policy relevant and compliant

Role of Staff

All staff will:

- act as a positive role models in order to promote equality throughout the school community
- abide by and support this policy; challenging issues of harassment and bullying and reporting to House Leaders and/or SLT
- be alert to signs of racial harassment and bullying
- identify and challenge bias and stereotyping within the curriculum and the school's culture
- promote equality and good relations, and not harass or discriminate in any way
- follow strategies identified to support students with protected characteristics or those who are identified as vulnerable
- have high expectations of all students
- support students to develop self-esteem and to feel valued as individuals

- monitor students' progress and academic needs to ensure that the appropriate support is in place
- challenge inappropriate language behaviour
- encourage students to share their experiences of different cultures and different religions and beliefs
- encourage students to be open-minded and to challenge prejudice
- make explicit to students their moral duty to report incidents of harassment or bullying and make it clear the appropriate channels for doing this

Role of parents/ carers

All parents should:

- expect their children to be welcomed into a school in which there is no place for prejudice or intolerance
- read and comply with this policy
- inform the school of any behaviour, concerns or incidents that affect the school's behaviour expectations

Role of Students

All students will:

- have the opportunity to contribute to the development of equal opportunities and other school policies through the Junior Leadership Team
- not discriminate against or harass any other student or staff member
- actively encourage equality and diversity in the school by contributing their cultural experiences and values
- make full use of opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice
- report any incidence of bullying or harassment, whether to themselves or to others, to their Form Tutor/ House Leader or to another member of staff
- abide by the school's equality and diversity policies, procedures and codes
- be prepared to work with determination and accept support to realise their full potential academically, emotionally, socially, physically and culturally

Monitoring

The success of this policy will be monitored and evaluated on an annual basis by the Headteacher and the governing body in the following ways:

- the analysis of attainment and progress
- the analysis of examination results data and progress check qualities
- monitoring of attendance
- equal opportunities recruitment data
- equality impact assessments

- Ofsted inspection judgements
- incident records related to harassment and bullying
- learning walks
- analysis of exclusions
- meeting of targets set within the School Development Plan
- student focus groups
- parental feedback

Links to other policies

- [Anti-Bullying Policy](#)
- [Concerns and complaints policy](#)
- [Behaviour for Learning Policy](#)
- [Safeguarding policy](#)
- [Health and Safety Policy](#)