



POLICY: Equalities and Diversity

VERSION NUMBER: 4.0

STATUTORY: Yes

DATE AGREED: February 2019

REVIEW DATE: February 2020

RESPONSIBLE MEMBER OF STAFF: Dean Wyatt

GOVERNOR COMMITTEE: Personnel and Welfare

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: D Hiley



JMHS Equalities and Diversities

At JMHS 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 and acknowledge that incidents of this nature, when targeted, are considered hate incidents. Discrimination is totally unacceptable in our school community, and we will respond appropriately in line with the Equality Act 2010 and our Behaviour for Learning Policy.

The police and Crown Prosecution Service have agreed a common definition of hate incidents. They say something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on a protected characteristic (www.citizensadvice.org.uk).

Equal opportunities are not about treating everybody the same, it is about treating people equitably. 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.

Aims

For all members of the school community to feel valued, safe and respected.

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.
- Develop a sense of responsibility and self-discipline.

JMHS provides

- A safe, supportive learning environment which provides the opportunity for students to achieve their personal and academic best.
- 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.

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 discrimination of any kind. 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.

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 JMHS Concerns and Complaints procedure.

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.
- 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
- 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 experienced 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 appropriate equality and diversity training.
- 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 and hate incidents between students.
- Seek advice from appropriate agencies in order to ensure that this policy is relevant and compliant.

Role of Staff

All staff will:

- Act as a positive role model in order to promote equality and British Values 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 discrimination or a hate incident of any kind.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Follow strategies identified to support students with protected characteristics or those who are identified as vulnerable.
- Support students to develop self-esteem and to feel valued as individuals.
- Challenge inappropriate language and/or 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 non-acceptance.
- 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 school policies.
- 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 supporting British 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 an appropriate member of staff.
- Abide by the school policies and expectations.

Initial response to a concern

Appendix 1 details the steps to be taken when investigating a potential breach of equalities. This is not an exhaustive list but serves as a useful checklist for staff to ensure that the matter is considered carefully and effectively. If ever a member of staff has any concerns or questions it is essential that they contact a member of the SLT for support.

Responding to a confirmed breach of the Equalities Policy

Appendix 2 details how school will respond to allegations, including those of discrimination.

If, following investigation, it has been determined that a student has breached the Equalities Policy then appropriate action will be taken in line with the JMHS Behaviour for Learning Policy.

A perpetrator who has shown intent in their actions and has caused harm will likely be excluded for a fixed term or in the most serious cases permanent exclusion will be considered. In decision making, intent and impact will be the key factors in determining the level of sanction for any confirmed breach of this policy.

Follow up to a confirmed breach

It is important that the victim receives monitoring and support. This will typically be provided by the tutor or a member of the pastoral team.

Whilst any confirmed breach will result in an appropriate level sanction it is important that additional follow up work is completed with the perpetrator after the sanction to check their understanding of their actions and to help ensure that there is no further breach.

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:

- Analysis of attainment and progress.
- Analysis of examination results data and progress check qualities.
- Monitoring of attendance.

- Recruitment data.
- Ofsted inspection judgements
- Incident records related to harassment, discrimination and bullying.
- Learning walks.
- Analysis of exclusions.
- Analysis of the School Development Plan.
- Student voice.
- Parental feedback.

Links to other policies

- **Anti-Bullying Policy**
- **Concerns and complaints policy**
- **Behaviour policy**
- **Safeguarding and child protection policy**
- **Health and Safety policy**

Appendix 1

STEPS TAKEN TO ENSURE THAT CONCERNS OR ALLEGATIONS ARE EFFECTIVELY INVESTIGATED

It is essential that these steps act as a guide for any staff who are made aware, directly or indirectly, of a concern or allegation. Typically investigations will be carried out by a member of the pastoral team or member of the Extended School Leadership Team.

1. What are the views and feelings of the victim?
2. Who is involved in the situation? Perpetrators, witnesses and other possible victims.
3. Does the person sharing the concern have any special considerations or is vulnerable, and if so consider how these will be managed?
4. Do any of the other named students have any special considerations and if so consider how these will be managed?
5. Do other members of staff need to be called to assist? If so who is required?
6. What are the views and feelings of those involved in the situation? Establish the victim(s) views first.
7. Does the situation require immediate isolation of others involved?
8. Do any amendments to the curriculum need considering such as lesson seating or class separation, for example if responding to peer on peer allegations?
9. Are there any previous incidents relevant to this that need to be considered for any party involved?
10. Has there been a precedent set?
11. Does the incident require immediate escalation to SLT?
12. Does a bag search or confiscation of any item need to be arranged?
13. Do parents/carers need to be immediately contacted?
14. Does the concern require intervention from any outside agency such as the police or MASH team?
15. Should the police be notified? If police intervention is required, is 101 or 999 the correct pathway for the incident?
16. What, if any, other health and safety considerations need to be considered and how will these be managed?
17. What school policy does this relate to? Please ensure compliance check with policy is completed.
18. Where has this concern been documented? Has MyConcern been updated?
19. Following initial interviews are there any re-interviews that need to be considered?
20. Can an immediate decision be made or does there need to be more time to reflect and consult before a decision?

Appendix 2

JMHS PROCEDURE FOR RESPONDING TO AND MANAGEMENT OF SIGNIFICANT INCIDENTS

