



Tiverton High School

Equality and Diversity Policy

Status	Statutory
Job title	Deputy Head
Nominated prime author:	Julie Scotting
Policy to be implemented by:	All Staff
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Equality and Diversity Policy

Introduction

Tiverton High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Ethos, Vision & Values

At Tiverton High School we will ensure that, in everything we do, we will continue to promote diversity and equality of opportunity, eliminate discrimination, and bring about positive change. This policy seeks to enhance and promote the high quality education we provide already and to assist in creating a productive, safe and prejudice free environment which treats all people who work or visit here fairly and with dignity. We will not tolerate less favourable treatment on the grounds of: gender, race, colour, ethnic or national origin, disability, (which includes students who are young carers for family members with disabilities), marital status, sexual orientation, responsibility for dependants, age, trade union or political activities, religion/beliefs, transgender or any other reason which cannot be shown to be justified.

The school is committed to ensuring equal treatment of all our staff, students and any others involved in the school community. It will ensure that no groups of people are treated less favourably in any procedures, practices and service delivery. The staff Pay Policy will determine staff pay in line with the Gender Pay Gap report and LA policy.

This policy should be read in conjunction with policies such as SEN Policy, Accessibility Plan and the Teaching & Learning Policy.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment, and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race,

disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”

This requires all public organisations to:

- Eliminate unlawful discrimination
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The “specific duties”

This requires all public organisations to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality Objectives at least every four years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and visitors about our approach to promoting equality. As an equal opportunities institution, we are committed to the values of integrity, impartiality, courtesy and helpfulness, in our dealing with staff, students, parents/carers, partner organisations and others involved in the school community. Diversity involves recognition that everyone is different, and that this is valued and promotes respect.

Tiverton High School Equality Objectives - Strategic Priorities

The strategic priorities of the school are centred on our philosophy of ‘Known, cared for and understood’ which reflects our commitment to inclusion. Key elements of the school’s 2021/22 improvement plan are:

- **Robust and effective implementation of the Graduated Response Tool to reduce the gap in progress between disadvantaged and SEND students.**
- **To ensure that the Personal Development curriculum is rich and diverse and engaging for all students.**
- **To secure a collective buy-in, ownership and commitment to addressing disadvantage across the school**
- **To ensure that disadvantaged students are represented proportionately in extra-curricular activities and rewards**

Embedded in our philosophy is:

- **The close tracking of progress, in accordance with Equality Objectives, which allows early identification of underachievement.**

- **The attendance of all students and groups is closely monitored in line with Equality objectives. Interventions improve overall attendance in line with National, the rate of PA decreases from the previous year.**
- **Suspensions are monitored for all students and groups in line with Equality objectives and proactive interventions reduce suspensions in all groups.**
- **Staff implement the school's Relational Behaviour Policy, anti-bullying and online safety strategies in line with equality objectives; students manage their own behaviour, bullying is rare, monitored and swiftly acted upon.**
- **Leadership development opportunities are available to all students and groups in line with equality objectives and promote the benefits of high aspiration.**

This Equality Policy is underpinned by these key objectives and philosophy.

Strengths and Weaknesses

The school has a fully inclusive policy and works closely with outside agencies to offer individual students the support and resources they require to succeed.

Our 2021/22 Pupil Premium Statement outlines how we are tackling our disadvantaged gap. Outcomes for students with SEND vary, according to the performance measure.

Our commitment to inclusion is evidenced by our intake which includes all students eligible to attend this school, the success of our Learning Support and personalised year group intervention programmes, the nurture group in Year 7, outcomes achieved by our students and our low permanent exclusions rate.

We work closely with our parents/carers and are responsive to need when informed, for example provide information on our website, translated information for parents/carers for whom English is not their first language, we provide the SEND policy in spoken format and make different access arrangements for parents/carers evening or meetings if requested to do so.

Our weaknesses are a site which was built in 1974 which has been well adapted for accessibility but which has limited scope to accommodate the full range of disabilities in some areas.

All students have the same KS4 choices and students are actively encouraged to consider all the options available. We offer an alternative curriculum (APATH) within our KS4 curriculum for eligible students.

The General Duty

We will actively seek to:

- Promote equality of opportunity for all persons and eliminate discrimination which is unlawful under the 2005, 2007 and 2010 Acts
- Eliminate harassment of people that is related to their disabilities, race, gender, sexuality or age
- Promote positive attitudes to all people – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them fairly and equally
- Encourage participation by all groups of people in public life – it is also important to respect the wishes of children with specific needs so they do not feel pushed into activities which will cause them undue stress or embarrassment
- Take steps to take account of a disabled person's disabilities or specific needs, even when this involves treating them in a more favourable way than other persons
- Promote positive attitudes towards people of all genders – this means not representing people in a demeaning way or accepting derogative gender related language
- Put in place additional support for young carers. A register of these students is maintained.
- Ensure that gender stereotyping or racist and homophobic material is not evident in the curriculum or the language used in the school
- Ensure appropriate support for isolated and potentially marginalised students of different racial, cultural and religious groups, including Asylum Seekers, Refugees, Gypsies and other Travellers
- Work with parents/carers and guardians, and with the wider community, to challenge and eliminate discrimination and to follow and promote good practice. Create an environment which respects and values diversity
- Ensure that all students and staff are treated equally and fairly in all respects so that they are able to reach their full potential

What do we understand by “disability”?

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: “someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”. This definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. This definition was amended and broadened by the 2005 Disability Amendment Act and the 2010 act to include carers. People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all students with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is an addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. We understand that the definition of disability under the Act is different from the

eligibility criteria for special education needs provision. This means that disabled students may or may not have special education needs. The School recognises that social, educational and behavioural difficulties are part of this definition.

For other definitions see the Disability Rights Commission website.

How we will meet the General Duty & Specific Duty

This Equality Scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are actively seeking to meet the specific duty ie to produce an Equality Scheme for our school.

Involvement of Groups of People in Developing the Scheme

- The half termly Tiverton High School journal Positiv is available on the website for every family. There is a specific SEND section on the website which is regularly updated. Parents/carers or carers of children with SEND are regularly invited to attend review meetings. Children with SEND are given additional transition from KS2-3. Surveys of parents/carers and of students will include questions related to equality so that information can be gathered consistently. Staff & students are invited to give their views. Governors meetings and Monday staff briefings are all vehicles to feedback to relevant stakeholders the outcome of any suggestions and what the school is doing in response to points raised
- School records are kept for 10 years to show all students with SEND and any actions taken to involve students and the outcomes that have been achieved eg results of questionnaires, feedback form individual students and parents/carers etc. As appropriate any adjustments will also be recorded in Learning, Progress and Welfare Committee or Full Governors' minutes
- All students will be actively encouraged to take part in at least one extracurricular activity each year.
- The School Senate/Council will be open to the full spectrum of students at the school and will annually address the issue of equality across the school • By using the definition of disability provided by the DDA and by incorporating feedback from staff, students, parents/carers and carers with disabilities, we will collate information regarding the range of barriers and any discrimination faced by people who visit or work in the school. The action plan will then indicate the reasonable adjustments the school will put in place to address these.

Policy, Planning and Review

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

- Students' progress, attainment and assessment
- Behaviour, discipline, suspensions and exclusions
- Students' personal development and pastoral care
- Teaching and learning

- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents/carers and communities

We will promote equality and challenge discrimination in a wide range of ways including:

- Developing opportunities to celebrate the richness and diversity of different cultures
- Dealing with issues of prejudice through assemblies and Personal Development Education
- Celebrating student achievement
- Challenging inappropriate comments throughout the school
- Reporting all racist/homophobic incidents
- Eliminating the use of stereotypes and negative images and promoting the use of positive images wherever possible

Developing a voice for staff students and parents/carers from specific groups:

- All students and their parents/carers are invited to at least one transition meeting and parents/carers are invited to a specific parents' evening with their child every year.
- Additional transition meetings are set up where specific needs are identified – using outside agencies for advice as required. All students with an identified disability and their parents/carers are invited to annual and interim review meetings.
- Prospectus information can be provided in different languages to meet the range within our school and students from different language backgrounds help with transition events. EAL students are supported by Babcock EAL team where appropriate.
- Aspects of equality and how to improve the school will be covered in Personal Development and other curriculum areas such as RE, assemblies and School Ambassadors/Senate/Council. Feedback from students is collected via Student Voice meetings and fed into future strategic planning
- Parents/carers and students from all groups are encouraged to actively contribute to school life such as joining the Parents online forum, responding to surveys etc.
- Staff will be able to recognise and tackle racial/gender bias and stereotyping and deal with such incidents that may occur
- Staff will promote equal opportunities and incorporate principles of equality and diversity into all aspects of their work
- Staff will provide appropriate support to students in their class for whom English is an Additional Language

The Governing Body – Governing Body minutes can be made accessible in different formats and the language is kept as clear as possible. The names and contacts for all Governors are published on the school website. When a parent governor position becomes vacant all parents/carers are invited to stand and statutory procedures for elections are held. The literature makes it clear that all parents/carers are welcome with suggestions on how accommodation can be made for governors with disabilities. The same is true for all staff of the school.

Removing barriers – the school will take every opportunity to make the physical environment, the curriculum, extra-curricular opportunities and communications more accessible to all students, parents/carers and the community – this is reflected in the Accessibility Plan.

The Curriculum, including teaching and learning - Equality is embedded in all curriculum materials and is covered directly as part of RE, RSE and Personal Development programmes with an emphasis on developing positive attitudes. Issues surrounding equality are also addressed in other subjects, assemblies and through workshops.

Eliminating harassment and bullying – Bullying and harassment, including those carried out using modern technologies are dealt with through established policies such as online safety, anti-bullying, whistle-blowing, and relational behaviour policy. All such incidents will be dealt with seriously and parents/carers informed either by telephone or in writing. Racial or homophobic harassment forms (BPRI) will be returned to the relevant body whenever an incident is found to have occurred. In extreme or repeat cases the perpetrator may receive a fixed term suspension or permanent exclusion.

Reasonable Adjustments - The school will make every effort to make reasonable adjustments, although there will always be site and financial constraints which will make some adjustments unreasonable. Not taking “reasonable steps” to avoid putting students at a substantial disadvantage can only be justified if there is a reason which is both material and substantial to the particular case. The school can take account of the:

- Need to maintain academic and other standards
- Funding available
- Practicalities for making the particular adjustment
- Health and Safety of the disabled student and others
- Interests of other students

All students with disabilities have personalised arrangements in terms of the site. Lift facilities are made available and reasonable adjustment to individual needs such as individual toilet facilities set aside, medical facilities, seating arrangements, teaching rooms utilised, withdrawal from specific lessons etc are all employed as part of our accessibility plan. All reasonable adjustments are made in consultation with the student, their parent/carer and any external agencies. Additional support for specific activities is provided such as for PE and extra-curricular activities. Our aim is that every child should have access to the full range of activities and experience throughout their education.

School Facility/Lettings – The school car park has two designated car parking spaces for visitors who are disabled. If notified in advance there are additional parking spaces made available next to reception for people with mobility problems. The school will not let its premises to groups who do not promote equality and adhere to the school’s ethos in terms of equality.

Contractors & Procurement – Catering and school staff are very aware of who has food allergies (wheat, sugar, nuts etc) and comply with our healthy eating guidelines. First Aid trained staff have training in dealing with problems if they arise – eg use of epipen, asthma inhalers. The school Business Manager will make all contractors aware of our Equality Scheme before they start work for us.

Information, Performance and Evidence

Four broad areas:

<p>What Data:</p> <ul style="list-style-type: none"> ● Involvement of groups of students in extracurricular activities ● Suspension, exclusion and behaviour log information on different groups of students ● Examination and progress data ● Feedback from parent and student questionnaires ● Student views 	<p>How</p> <ul style="list-style-type: none"> ● Parental and student questionnaires ● Small student focus groups ● Meetings with parents ● School Senate/Council feedback ● Data from progress assessments ● SIMs records, Go assessment data and FFT data
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<p>Analysis</p> <p>We will analyse the data against our action plan</p> <p>We will analyse progress data against national data as available</p>	<p>Possible Actions:</p> <p>Review the action plan and create new targets</p> <p>Amend the curriculum</p> <p>Restructure support and guidance</p> <p>Report the finding and analysis to all stakeholders</p>
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Pupil Achievement – Achievement is analysed for all students and groups.

Learning Opportunities – The school has close links with our local Post 16 and training providers. In year 8 -11 all students have access to independent careers advice and guidance and every student in Year 10 secures a work placement appropriate to interest and ability. Careers advisors see every student who is a Looked After Child or who has a disability. These students are provided with additional support in securing a school, college or work with training placement.

We will make the summary content of the Equality Act known to all students so that they can work with the school in eradicating inequality and discrimination.

Admissions, Transitions, Suspensions and Exclusions

Admission is coordinated by Devon County Admissions Team. DCC like all public bodies adheres to the DDA code of conduct. Children registered as disabled or with statements of SEND have preferential admission criteria. The school adheres to Fair Access Protocols.

Transition is a lengthy process with the SENDCo, the transition officer and/or the Head of Year 7 visiting all schools and meeting all children. In particular there is excellent sharing of information so that students make a smooth transition. There are visits for all Year 6 students including a 3 or 4 day transition package in July. Where a student's needs are met through a

statement or EHCP, TAs will get to know the student and TA in their primary school and extra induction is put in place.

Arrangements to deal with specific disabilities are dealt with in conjunction with the students, their parents/carers and any outside agencies that have been involved.

Specific alterations or arrangements are made in advance of transition week so any problems can be addressed before September.

Social Relationships

All students have a tutor, an Assistant Head of Year and a Head of Year in addition to any additional provision through a statement or EHCP. Weekly assemblies and many aspects of the curriculum contribute to the ethos of tolerance and acceptance across the school. Any incidents of bullying are dealt with swiftly and resolution of the incident is always sought.

Employing, promoting and training staff

Tiverton High School adheres to the regulations regarding recruitment. We use PLUS from Devon to assess the workplace for staff with any form of disability and use their recommendations to make reasonable adjustments – such as special furniture, monitors etc. All staff have equal opportunities to training and this is monitored through the annual appraisal process.

Impact Assessment

- We will ask Student Senate/Council to assess impact against points in the action plan
- We will ask for parental feedback regarding impact as part of our questionnaires
- We will monitor data by gender, SEND and if appropriate race.
- The SEND team will keep accurate records of progress of SEND students. Progress will be analysed annually to consider the impact of student support
- We will gather feedback from staff
- Feedback will be made to: Governors, parents/carers and through personal contact, the School Senate/Council, staff via briefings and Union representatives
- The plan will be shared with the Governing Body via the Headteacher's report.
- Governors' Learning Progress and Welfare Committee will review the plan.

Reviewing/Monitoring

This scheme will be revised at least every four years. The scheme will be made available through our website.

Appendix 1 Equality Action Plan

This action plan includes the priorities of staff; students are parents/carers who were consulted.

It needs to be read in conjunction with the school's accessibility plan.

The impact of implementing this plan will be to make Tiverton High School a more accessible and welcoming place for people to visit and work.

The plan will be reviewed and progress reported to the Governing Body. The plan will be published on the web site.

Priority	Action Required	Success Criteria	Timescale	Responsible Person(s)
Parents/carers/visitors				
Parking	All parents/carers with mobility problems are able to request specific parking allocations when visiting the school.	Parents/carers with mobility problems are all able to park in designated spaces	Ongoing	Business Manager
Special Events	Parents/carers with disabilities mobility or otherwise to have the opportunity to access events such as the Careers/Options Evenings, Open Evening etc 15 minutes before it opens.	Feedback from parents/carers indicate they could attend these events	Ongoing	Business Manager

Parents/carers Evening	All staff at parents/carers' evening to be sited on one floor so there is no barrier to parents/carers with mobility problems	All parents/carers able to see the teachers they wish in an appropriate venue	Ongoing	Business Manager
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	All parents/carers with disabilities to have the support they require as requested by them.	Parents/carers able to attend and receive feedback from staff	Ongoing	Headteacher
Students				
Progress / Attainment	Reduce the progress gap between disadvantaged, SEND, vulnerable groups and others.	Any gaps are narrowed	July 2023	Deputy Headteacher-Inclusion

Curriculum	Ensure the curriculum and resources are non-stereotypical and give a balanced view of issues. Subject Leaders developing links between their key construct, learning journeys and the Personal Development	No inappropriate materials are used in curriculum delivery. There are explicit links between the Personal Development curriculum and each department's curriculum.	2022-2023	Deputy Headteacher-Curriculum and Assessment
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	curriculum.			
	Ensure that as far as reasonably possible all trips and activities planned by the school are open and accessible to all students. This will include school trips, activities week, school productions, lunchtime and after school clubs and musical activities.	Students are able to access trips with reasonable adjustments.	Ongoing	All staff in conjunction with the SENDCo
	Any variation to the student's curriculum ensures that the school's demographic profile is represented	All staff who submit variation forms have to respond and action this before the variation is agreed	Ongoing	All staff

	Monitor carefully the progress, both academically and socially, of students with disabilities. This progress is to be reported annually to the school governing body as required by the school's SEND policy.		Ongoing	Deputy Headteacher
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Public Life	Ensure students with disabilities are actively involved in the life of the school.		Ongoing	All staff in conjunction with the SENDCo
Feedback	The School Senate/Council is open to all groups in the school.	Council minutes and feedback provided	Ongoing	Headteacher
Student Voice	Raise awareness of issues regarding equality with students so that more input is received from students. Aim that there is always at least one student with protected characteristics on the School Senate/Council/Ambassadors	Use Personal Development lessons and assemblies, PosiTIV journal and website to report positively about equality.	Ongoing	Headteacher Subject Leader for Personal Development
Sports	Ensure that all students with a disability have the opportunity to take part in Physical Education and extracurricular activities	Teaching Assistants assist with sports to enable participation	Ongoing	Subject Leader for Physical Education / SENDCo

Extra-curricular Activities	Ensure that there are activities available to attract both males and females	Equal numbers of male and female students attend at least one extracurricular activity	Ongoing	Subject Leader for Physical Education
	SEND department will monitor the needs of students with physical disabilities and	Students are able to participate in extracurricular activities.		SENDCo

	complete risk assessments as required.			
Equality in PE	Girls receive equality of practical opportunities in PE GCSE	Students report that they are treated fairly	Ongoing	Subject Leader for Physical Education
Equality of careers advice	Careers Co-ordinator arranges non-stereotyped careers activities specifically targeted to girls (STEM etc)	Girls engage with STEM activities		Careers co-ordinator/Assistant Head i/c Personal Development
Safeguarding	Maintain ID badges for visitors	Parents/carers do not have concerns about site security		Business Manager/DSL
Ensure that boys develop to their full potential	Raise awareness of Teaching and Learning strategies to raise boys' achievement.	Teaching and Learning styles meet needs of boys/targeted groups as required		Deputy/Assistant Headteacher Curriculum and Assessment/Subject Leaders
	Collect progress data at least three times a year in every year group and communicate this effectively with parents/carers – track groups of students' progress.	Less variation between groups		Deputy Headteacher Curriculum and Assessment

Fire Safety	To regularly monitor the emergency evacuation plan	Students with disabilities can be evacuated safely.		SENDCo
Staff				
Recruitment	The school will continue to adhere to all legislation regarding recruitment of staff with regards to gender	Equality of opportunity will be stated in recruitment for posts		Headteacher / Head's PA

Maternity	Staff will be supported by reasonable adjustment during the pregnancy and then by flexible return arrangements if suitable.	Risk assessments are completed when pregnancy is known. Flexible working requests are available through the flexible working policy		Headteacher/HR administrator
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Promotion	Monitor distribution of promoted posts throughout the school.	A gender balance reflective of the school staff make-up is maintained.		Headteacher
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CPD	All staff have equal opportunities for high quality CPD	Staff receive training		Assistant Headteacher Teaching and Learning
Ethos	All staff maintain a zero tolerance to sexist or homophobic comments. All incidents are dealt with, should they occur, with serious incidents reported to SLT.	Sexist or gender related comments are minimal and swiftly dealt with if they occur.		Headteacher
Retention	Staff who develop a disability will be offered support through Occupational Health	Any reasonable adjustment to work situation will be explored using external advice		Headteacher
Governors	Make sure all Governor meetings are accessible.	Governor applications are encouraged from all people with protected characteristics.		Headteacher / Chair of Governors