

Equality Objectives Statement

Policy Number: HBS030

Governor Committee: Pastoral

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Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 14/06/2022
It is due for review in 12 months from the above date.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Governors

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Hitchin Boys' School prides itself on being a multi-ethnic, multicultural, mixed age and gender community. We respect and value the diversity that creates and we are committed to raising the attainment of all members of the school community, regardless of their race or culture, gender, ability, sexual orientation, age, background or personal circumstances. We believe in equality of opportunity and seek to ensure such equality by challenging incidents of discrimination and harassment. We believe in the value of good relations and expect every member of the school to take responsibility for supporting our values with regard to equality.

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any student, prospective student, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.

We aim to promote students' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from students and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our students should be exposed to ideas and concepts that may challenge their understanding, to help ensure that students learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs (within the scope of statute and guidance from the Department for Education).

In day to day practice, the school will act in the following areas:

Developing Students' Attitudes

The School will:

- Provide opportunities for students to develop an understanding and positive attitude to diversity and equality.
- Encourage students and staff to acquire the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- Be mindful that students from some minority groups might be more vulnerable, be alert to that and respond supportively to them and challenge those who express attitudes of discrimination.
- Equip students and staff with effective ways of resolving arguments and conflicts.
- Create a desire amongst students and staff to learn from different cultures, backgrounds, faiths and beliefs, experience and wisdom.
- Ensure that support and guidance are provided equally but with account taken of the personal and cultural needs specific to the individual.
- Develop students' communication skills (including their ability to listen and discuss).
- Make clear how much the school values the work of all its members, regardless of their roles or perceived status and require students to show equal respect for members of the community.
- Recognise the importance of language to a person's sense of identity

Teaching and Learning

The School will:

- Develop methods and styles of teaching that take account of the diverse backgrounds of our students.
- Ensure that out of school hours activities, curriculum enrichment opportunities and rewards are accessible to students equitably.
- Adopt teaching methods and learning content likely to encourage positive attitudes to difference.
- Ensure that the diversity of cultures, backgrounds, age and gender is represented in the school as a positive contribution to teaching and learning.
- Monitor that teaching methods and learning content are appropriate to students with regard to their different backgrounds.
- Ensure that all students know we have high expectations of them.
- Ensure that classrooms, corridors and other display or public areas present a positive reflection of the diverse make-up of our multi-ethnic, multi-lingual and multi-cultural and richly varied school and society

The Curriculum

All departments, pastoral and academic, will:

- Ensure that the curriculum content, resources and classroom environments present and value the cultural diversity of Britain.
- Ensure that teaching materials do not include cultural, racial, disability, gender or sexual orientation stereotypes.
- Teach respect for and value of diversity.
- Teach students about the nature of diversity in Britain and globally.
- Teach students about how inequality adversely affects various groups and the injustice of that.

Staffing

The school will:

- Ensure that in recruiting, seeking to retain or promoting staff it will not discriminate against individuals by age, ethnicity, disability, gender or sexual orientation and will endeavour to seek staff and governors from a diversity of backgrounds.
- Recognise the potential for staff from some minority groups to be more vulnerable and ensure appropriate support is provided.
- Ensure access on an equitable basis to in-service training and professional development opportunities.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our students are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Incidents of conduct seen to be in breach of this policy will be responded to within the normal range of school sanctions, according to the seriousness of the incident but in a way that makes clear the school's intention to sustain this policy and promote equality of opportunity.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality, including the Pay and Performance Policy, the Capability Policy, the Grievance Procedure and other relevant policies and procedures.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Equality Impact Assessment will be carried out to help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Hitchin Boys' School we will monitor, review and publish information annually on the school website or in the annual report.

This may include:

- Examination results at Key Stage 4 and post-16.
- House points (merits & behaviour points)
- Students' involvement in out of school activities.
- Students' involvement in school trips.
- Parental attendance at consultation evenings.

- Numbers of students with Pastoral Support Programmes (PSPs).
- Attendance percentages.
- Exclusions data
- Involvement of local organisations and groups.

Success indicators:

- Students achieve in line with expectations and prior-attainment indicators, regardless of disability, race, gender, culture or background.
 - Any gaps between groups are reduced.
 - The diversity of the school can be seen in various positive ways in the school.
- Departments are able to demonstrate the ways in which they promote racial and cultural diversity in their schemes of work.
- No statistically significant differences exist in rates of sanction between ethnic groups.
- Incidents of bullying, racism and racial and sexual harassment are recorded and dealt with promptly.
- There continues to be a low level of incidents of bullying, racial incidents or attitudes.

The school's Equality Information and Objectives Policy further outlines the school's policies regarding equality.