UP HOLLAND HIGH SCHOOL
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EQUALITY POLICY

The policy outlines the commitment of the staff, students and governors of UHHS to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Students
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At UHHS, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. The school will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation. Equality and diversity are integral to the school's priorities and objectives.

"We continually strive to provide outstanding educational standards and outcomes, driven by our 'Dedication to Excellence'.

Develop the whole child, enhancing their character through our LORIC skills and core values.

Promote a culture of inclusion, equality and diversity."

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SCHOOL CONTEXT & ETHOS

Students on roll: 871

	Year 07	Year 08	Year 09	Year 10	Year 11	**Total**
Pupil Premium	58	46	39	42	51	**236**

	Year 07	Year 08	Year 09	Year 10	Year 11	**Total**
Any other Asian background	0	2	0	0	4	6
Any other ethnic group	1	1	0	0	2	4
Any other mixed background	3	1	2	0	1	7
Any other White background	15	4	9	7	13	48
Asian - British	1	1	0	0	0	2
Black - African	0	1	3	0	1	5
Chinese	0	0	1	0	1	2
Indian	1	0	0	0	0	1
Pakistani	0	0	1	0	0	1
White - British	152	165	153	168	137	775
White and Asian	0	1	1	1	2	5
White and Black African	1	0	1	0	0	2
White and Black Caribbean	1	1	1	0	1	4
Not yet obtained	9	0	0	0	0	0
Total	**184**	**177**	**172**	**176**	**162**	**871**

	Year 07	Year 08	Year 09	Year 10	Year 11	Total
ADHD	12	10	19	8	12	**61**
Diabetes	0	1	0	1	2	**4**
Epilepsy	0	0	0	0	0	**0**
Autism (code K&E)	2	6	5	7	4	**24**
Autism	3	5	6	1	5	**20**
Total	**17**	**22**	**30**	**17**	**23**	**109**

No information was available on the following protected characteristics:

Gender reassignment & Sexual identity

The school agreed to seek further advice and guidance from local and national specialists on how and when to ask students this question and how to use the data sensitively when collected and when students tell us. If the school received information on whether any of the students on roll identified as lesbian, gay, bisexual or transgender (LGBT), this information would be held confidentially and dealt with sensitively.

At UHHS, the leadership of the school will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All students are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality, are currently being developed to reflect diversity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. UHHS is a coeducational secondary school located in Up Holland, Lancashire, England. It is a non-denominational comprehensive school. The school is smaller than the average sized secondary school. The proportion of disadvantaged students, those who are supported by the pupil premium funding is below the national average. The pupil premium is additional funding to support those students known to be eligible for free school meals and those who are looked after by the local authority. The proportion of students from minority ethnic heritages is well below average.

POLICY DEVELOPMENT

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: SLT in collaboration with the school community and governing body. UHHS is an inclusive school, working towards greater equality in the whole school community.

We collect a range of equality information for our students; For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected. We ensure that these are analysed by ethnicity, disability, or sexual orientation, gender, free school meals (FSM) Pupil Premium. From an attendance monitoring point of view User Defined Groups are set up using the SIMS system;

- Free School Meals
- Ethnicity
- Young carers
- Children looked after

- New Admissions
- Statement
- Gender
- Pupil Premium
- Service children

to enable monitoring of;

- Attendance
- Broken weeks
- Patterns of absence (same day absences each week)
- Persistent Absentees (as defined by the DfE)
- Whole School by Year Group attendance (weekly, half termly, termly and yearly)

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, prejudice sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Enrichment Opportunities

Our monitoring activities enable us to identify any differences in student performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

UHHS is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse the following profile information for our staff and governors:

- applicants for employment
- staff profile
- governing body profile
- attendance at training events
- disciplinary and grievance cases
- staff appraisal/performance management
- attendance at parent's evenings.

This information is delivered in the strictest confidence and handled sensitively.

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Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation is Mrs. Callaghan. Her role is to:

- Lead discussions, organise training, update staff in staff meetings and briefings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy
- Implement actions relating to Equality on the School Improvement Plan.

TEACHING AND LEARNING

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

- Develop student's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the curriculum covers issues of equality and diversity.
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development in a mutual supportive coaching environment.

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students have opportunities to explore concepts and issues relating to identity and equality.
- Students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- Students have access to qualifications which recognise attainment and achievement and promote progression.
- The provision of good quality resources and materials is a high priority.

These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of school community.

ENRICHMENT

It is the policy of this school to provide equal access to all activities for students. As well as regular enrichment opportunities throughout the year we also host an annual 'Wonderful Week' that gives all students, regardless of their protected characteristics, an opportunity to develop their cultural capital through at least one enhanced learning experience.

We undertake responsibility for making contributions to enrichment opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers,) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

We aim to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Students for whom English is an additional language.
- Students who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.
- Use first language effectively for learning.

LEARNING ENVIRONMENT

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school does place a very high priority on the provision for special educational needs and disability. We will to meet all students' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all students have equal access to all facilities and resources.
- All students are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

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PERSONAL DEVELOPMENT AND PASTORAL GUIDANCE

Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker students.
All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation
All students/staff/parents/carers are given support, as appropriate, when they experience discrimination. We recognise that perpetrators may also be victims and require support.
Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community.
Emphasis is placed on the value that diversity brings to the school community rather than the challenges.
We recognise that it is important at UHHS that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- creates the conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

STAFFING AND STAFF DEVELOPMENT

We recognise the need for positive role models and distribution of responsibility among staff. This includes

- Students' access to a balance of male and female staff at all key stages where possible.
- Encouraging the career development and aspirations of all school staff.
- Providing staff with training and development, which will increase awareness of the needs of different groups of students.
- Access to opportunities for professional development which is monitored on equality grounds.

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STAFF RECRUITMENT

- Leaders have a good understanding of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY

We work with parents/carers to help all students to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Invitation to, as part of the schools' commitment to equality and diversity, parent workshops that allow them to support us in our equality duties.
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

ROLES AND RESPONSIBILITIES

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan. The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy. Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues. All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Designated staff member for equality in school: Michaela Callaghan
Staff Governor linked to equality: James Lyons
Link Governor: Ann Jones

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COMMISSIONING AND PROCUREMENT

UHHS is required by law to make sure that when we buy services from another organisation they will help us to provide high quality education, and will comply with equality legislation. This will be a significant factor in any tendering process.

MONITORING THE POLICY

This policy will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school. This will be monitored by SLT and the Governing body. We are legally required to report annually on our progress and performance in respect of this policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled students, including access to the curriculum, physical access and access to written materials. The school development plan is regularly reviewed and reports on the success of the implementation of the equality policy and all other aspects of equality. The policy has a life span of three years and will be reviewed and revised as part of a three-year cycle.

PUBLISCISING THE POLICY AND PLAN

This Policy is a public document and will be made available to any interested stakeholder and will be publicised on the website.

ANNUAL REVIEW OF PROGRESS

UHHS has a legal requirement to report annually on the progress and performance of the school in respect of this policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled students, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

EQUALITY IMPACT ASSESSMENTS

EIAs will be used to analyse all of our work to ensure it meets the needs of all our service users and that no group is disadvantaged and cannot access our services.

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Appendix 1 – Equality Legislation Guidance

What does a school need to do?
(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

The Race Equality Duty
The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001
Who is covered?
Students, parents/carers, prospective students and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on students' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority
- Reporting racist incidents in schools
- Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
substantial (more than minor or trivial) adverse long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).
There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.
Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to consider people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme
- Set out in their scheme:
- how disabled people have been involved in its preparation their arrangements for gathering information on the effect of the school's policies on:
- the recruitment, development and retention of disabled employees
- the educational opportunities available to and the achievements of disabled students
- the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school is going to take to meet the general duty (the school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female students and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.
- Transgenderism and gender re-assignment
- Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

Appendix 2 – EQUALITY OBJECTIVES 22-23 & ACHIEVMENTS SO FAR

EQUALITY OBJECTIVES	1.1)	Develop tolerance and reduce discrimination through promotion of equality and diversity in a variety of whole school events.
	1.2)	To continue through Equality Mark process and achieve the remaining 2 badges in 2024

	1.3) To create partnerships with other schools in the Local Authority in order to share good practice and measure the success and impact of Equality & Diversity work taken place.		
PC	**As an education provider**	**As an employer**	**As a facilities provider**
Race	Low number of racist incidents being reported in school. Racist incidents are dealt with rapidly and appropriate sanctions applied. Racist incidents are monitored through Synergy. Anthony Walker – Racial hate crime sessions delivered in school. Character and culture days and personal development curriculum utilised effectively to educate students and tackle discrimination. Restorative justice procedures used when dealing with incidents.	No complaints or appeals about unfair discrimination based on race. Staff voice provides positive feedback from employees about their treatment at school. Clear process for election of governors. No barring of any groups.	The school strives to create a learning environment that is welcoming to visitors from all backgrounds. Displays reflect a diverse community.
Gender	We have effectively supported students who are transgender through uniform options, use of preferred name, gender neutral facilities and alternative procedures in single sex subjects such as PE. We have been supported by Gender Space a company who offer education and training around trans rights and issues. Students, staff and governors have attended sessions to develop knowledge and understanding of the issues that trans students may face. Whole school events such as Pride Festivals celebrating the LGBTQ+ community.	The school respects the confidentiality of those seeking gender reassignment and provides a supportive environment within its school community. No complaints or appeals about unfair discrimination based on gender. Staff voice provides positive feedback from employees	Fitness centre facilities offer gender neutral and single cubicle changing options. Gender neutral toilet facilities and new gender neutral changing rooms installed in 2023.

	Gender equality initiatives through PE such as 'This Girl Can'.	about their treatment at school.	
Disability	Provision of alternative safe places for vulnerable learners in social time- Phoenix. Annual review of facilities for disabled access. Clear procedure for ensuring quality of education for those students with disability/temporary disability e.g. alternative provision for students on crutches for example. Regular training for staff on how to ensure their curriculum/resources are supportive of and cater for the needs of all learners. Neurodiversity award winners 2022 SEN department data analysis findings cascaded to teachers. SEN support plans are reviewed and updated three times annually. SEN team regularly celebrates notable events on the calendar SENCO regularly delivers training on QFT and appropriate strategies. Lead teaching group for SEND has been identified for next academic year.	Provision of specific facilities as and when required. Adapting workloads to individual circumstances. For staff appointed with specific disabilities, plan additional induction arrangements which account for feedback relating specifically to the disability. (all actions ongoing). Provision of a parking space for the use of people with disability.	Fitness centre facilities include Disabled and non-disabled toilet facilities. Annual review of facilities for disabled access. Possible disabled access to be installed in the Hall to facilitate use of the stage.
Religion and Belief	Promotion of religious understanding through the compulsory RS curriculum. Consideration of requests made to vary school uniform for	No complaints or appeals about unfair discrimination based on religion/or belief. Staff voice provides positive feedback	A range of dietary needs are catered for in the dining hall.

	individuals based on religious observance. Reasonable adjustments are made where appropriate such as participation in practical activities if required. A variety of perspectives and role models are sought out through assemblies and C&C days. My identity week support students confidence in sharing their religious beliefs.	from employees about their treatment at school.	
Sexual Orientation	Anti-Bullying Policy Same sex relationships taught as part of PD curriculum. Promotion of the LGBTQ support group on notice boards LGBTQ ambassadors Students are able to select which items of uniform/PE kit they would like to wear – gender neutral. Gender neutral and single sex changing spaces provided.	No complaints or appeals about unfair discrimination based on sexual orientation. Staff voice provides positive feedback from employees about their treatment at school.	
Socio-economic	SLT assigned leadership of Pupil Premium. Attainment of PP students monitored across all subjects and interventions in place to ensure PP students make progress PP strategy in place that focuses on teaching strategies, intervention and wider strategies (as per government issued document) Y11 PP students receive an exam revision pack.		FUSS scheme for pre loved uniform. Support with transport costs for additional sessions.

	Y10/Y11 students have been targeted for school-led tuition PP is always on the faculty agenda for staff to discuss. Sanitary products made available in all toilets for students. WOW week and PP budget support students with cost for enrichment activities.		

Appendix 3 – ADDITIONAL INFORMATION

- Uniform – individual cases where the uniform is not suitable/comfortable for the students will be taken into consideration by the leadership team. Consultation will need to take place with parents regarding students wearing any alternative items of school uniform.

- Name/pro-nouns change: consultation with parents needed to change this on synergy. Staff must continue to use the name agreed with parents unless other arrangements have been made.

- From September boys/girls and gender-neutral toilets will be available. Students who identify as transgender will need to use the gender-neutral toilets.

- Single sex PE – adaptations can be made on an individual basis after consultations with parents/students.