



STEPHEN HAWKING SCHOOL

Equality Statement and Policy

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Equality Statement

Stephen Hawking 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 are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of race, sex/gender, disability, religion/belief, sexual orientation, age or socio-economic background.

We promote a culture of equity, inclusion, and diversity in which all those connected to the school feel proud of their identity/ability to participate fully in school life.

We promote equality, tackle all forms of discrimination, and foster good relationships between diverse groups of people

We challenge discrimination, harassment, victimisation, bullying and stereotypes.

Our school culture is supportive, and we create working/learning environments which champions respect for all.

Our staff, SLT and Governors, believe that diversity is a strength which should be respected, valued and celebrated by all those who learn, teach and visit us.

Equality Policy

Introduction

The School's message should be clear. Everyone is valued regardless of culture, language, religion, class, age, gender, sexuality, disability or ability. It should also be evident that there is an acceptance of all as unique individuals in the school community, that a climate of mutual respect is nurtured and that diversity is celebrated. The build, the environment, the curriculum, resource and the way we behave should reflect this commitment. As an institution we should strive to promote equal opportunities for all, whilst being sensitive to pupils' and staff's varying needs and skills. The school should make clear its intolerance of any form of discrimination or prejudice and take robust action to counter it.

Legal Requirement

This policy has due regard to statutory legislation, including, but not limited to, the following:

- UN Convention on the Rights of the Pupil 1989
- Human Rights Act 1998
- The Equality Act 2010

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after pupil' 2014

Related School Policies/documents

- Child Protection Policy
- Behaviour Policy
- GDPR Information Governance Policy
- Dignity at Work Policy
- Complaints Procedure
- Accessibility Plan
- Equality Action Plan (in the School develop Plan, pg. 7)

Aims & Objectives

Stephen Hawking school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The purpose of this policy is to outline Stephen Hawking School's commitment to promoting equality of opportunity in the management and organisation of the school, including employment and when seeking admission to schools, in the provision of education, when accessing any benefits, facility or service provided by the school.

Roles and responsibilities

The Executive Headteacher will implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.

The Executive Headteacher will instigate regular training sessions to ensure all members of staff are aware of their responsibilities and also to develop their skills and knowledge.

It is the responsibility of all staff to be alert to the possible harassment of pupils and other staff, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.

The school will have measures in place to ensure that appropriate counselling is made available for pupils and staff who require immediate interventions, parental assistance and/or personal counselling.

The Executive Headteacher and governors will review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

Data protection

The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.

The school will gain consent from parents/carers or staff before any sensitive personal data is processed.

The school will respect the right to privacy for all pupil and staff.

The school holds a GDPR Information Governance Policy containing further information addressing data protection.

Protected characteristics

The Equality Act 2010 states that the school may not discriminate against, harass or victimise a pupil, prospective pupil or member of staff, because of their:

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

The school will not discriminate against a pupil, prospective pupil or member of staff because of a characteristic related to a person, such as a parent/carer, with whom the pupil, prospective pupil or member of staff is associated.

The school will not discriminate against a pupil, prospective pupil or member of staff because of a characteristic which they are believed to have, even if that belief is mistaken.

Statement of Intent

The school will ensure that pupils and staff of one sex are not singled out for different or less favourable treatment from that given to pupils and staff of other sexes, regularly reviewing our school practices to ensure that they are fair.

Both sexes will have equal opportunities to participate in comparable activities.

Age

The school will ensure that staff are not singled out, treated less favourably or denied opportunities for career advancement and/or personal development because of their age, regularly reviewing our school practices to ensure that they are fair.

Race and ethnicity

The school will ensure that pupils and staff of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other pupils and staff, regularly reviewing our school practices to ensure that they are fair.

Disability

The school will ensure that pupils and staff with a disability or disabilities are not singled out for different and less favourable treatment from that given to other pupils and staff, regularly reviewing our school practices to ensure that they are fair.

Religion and belief

The school will ensure that pupils and staff are not singled out or treated less favourably because of their religion or belief. This includes agnostics and those who hold no religious belief, regularly reviewing our school practices to ensure that they are fair.

The school will endeavour to provide pupils and staff with an appropriate space in which they can practice their religion or belief, e.g. to perform their daily prayers. This includes agnostics and those who hold no religious belief

Sexual orientation

The school will ensure that all gay, lesbian and bi-sexual pupils and staff, the pupils of gay, lesbian or bi-sexual parents/carers and staff who have gay, lesbian or bi-sexual partners or family, are not singled out for different or less favourable treatment from that given to others, regularly reviewing our school practices to ensure that they are fair.

The school will ensure that there is a designated safe space within our school where gay, lesbian and bi-sexual staff can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

The school will ensure that pupils and staff are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans/trangender* parents/carers, regularly checking our school practices to ensure that they are fair.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans/trangender* pupils and staff by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the pupil or member of staff.

Pupils and staff have the right to dress in accordance with their true gender identity within the constraints of our dress code.

Pupils and staff who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

The school will ensure that there is a designated safe space within our school where trans/trangender* staff can discuss issues of gender without fear of discrimination.

* The United Nations High Commissioner for Refugees defines trans/transgender as:

the terms trans and transgender are used by some people whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth. Trans is independent of sexual orientation.

Pregnancy and maternity

The school will ensure that staff are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

The school will make reasonable adjustments to accommodate absence requests for the treatment and support of staff who are pregnant, or have just given birth.

Breastfeeding staff will be provided with goods, facilities or services to breastfeed if they so wish.

Marriage and civil partnerships

The school will ensure that staff are not singled out, treated less favourably or denied opportunities for career advancement and/or personal development because of their relationship status, regularly reviewing our school practices to ensure that they are fair.

Looked after children

Looked after children (LAC), and previously looked after children (PLAC), will be given the highest priority for admissions, as per the requirements of the London Borough of Tower Hamlets Admissions Policy.

The school will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

The curriculum

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil or member of staff may have.

The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.

We will respect the right of parents/carers to withdraw their pupil from religious education classes.

Promoting inclusion

We will promote inclusion and equality at our school through:

- ensuring that pupils and staff are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- ensuring, as far as possible, that our senior management, governing body and school staff reflect the full diversity of our local community.
- providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- instilling in pupils and staff an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- providing a variety of educational visits which expose pupils to a wide range of cultural experiences.

- taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- valuing the cultural experiences and contributions of all pupils and staff, regardless of any protected characteristic that they may have.
- communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.

Supporting pupils with medical conditions

The school will ensure that any medical conditions related to a pupil or member of staff with a protected characteristic is fully supported.

Pupils and staff that have left school

Our liability not to discriminate, harass or victimise does not end when a pupil or member of staff has left the school, but will continue to apply with regards to subsequent actions related to our previous relationship with the pupil or member of staff, such as the provision of references.

The Public Sector Equality Duty

We will meet our duty to publish:

- annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in section 4.
- equality objectives (at least every four years) outlining how we may further equality in our school.
- It should be noted that there are some protected characteristics where statistical data is less likely to be readily available, and members of staff and parents/carers will not be pressured into providing information related to any characteristic which they or their child may identify with.

Bullying and discrimination

Our Dignity at Work policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents involving staff.

Any incidents of a pupil protection, bullying or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection Policy.

The Designated Safeguarding Lead and/or the Senior Leadership Team will decide whether it is appropriate to notify social services, and/or the police, of any incident they have been notified of.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedure.

Staff training

The Senior Leadership Team will:

- ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- provide support for staff to effectively manage any discrimination towards pupils with protected characteristics.
- provide up-to-date information on the terms, concepts and current understanding relating to each of the protected characteristics.
- develop appropriate strategies for communication between parents/carers, educators, staff and the local authority about any issues related to a protected characteristic.
- ensure that the school is aware of, and participates in, relevant awareness days, taking into account the level of comprehension of our pupils.

Equality Objectives

The school's current equality objectives are set out in the school's Equality Action Plan. (See Appendix 1 – Taken from School Development Plan)

Assessment

This policy will be reviewed by the governors on an annual basis, updated where appropriate, and duly communicated to staff members.

Appendix 1- Equality Action Plan

Subject/Area action plan: Equalities		Leaders: SMT & Curriculum Leaders	
Vision: That equalities underpins all that we do at Stephen Hawking Our key priorities for 2022-23 are: <ul style="list-style-type: none"> To foster equality of attainment and achievement To foster good relations between people To eliminate unlawful discrimination, harassment and victimisation To improve participation and engagement 			
Action: What we're going to do to meet our key priorities	Resources	How will we measure our progress in this area? How will we know it's happening?	Impact on teaching and learning and on outcomes for pupils. What will we see when we've done it?
To develop the work of the federation so that SHS pupils are 'ambassadors' for disabled children and their families and HG pupils are their 'advocates' (see Pupil Voice action plan)	Time Staffing costs	External review of federation work by Leadership Consultant	Pupils will have increased understanding of one another
Target individual pupils for additional support to promote attainment and achievement: intervention to include work with SHS MSI teacher, Music therapists, MDT etc (see PPG statement, MDT, MSI and Assessment action plans)	MSI teacher Music therapist	Pupil progress meetings Summative assessment of IEPs and AR targets	Pupil attainment and participation will be enhanced
Enhance the curriculum through trips and enrichment activities to enable access to adventurous activity (see Physical Development action plan and sports premium plan)	Costs of visiting professionals Cost of residential	Teaching and learning reviews review	Curriculum will be enhanced through activity beyond the classroom. Children's access to wider curriculum will have improved.
Review core texts used across the school (see Communication action plan)	Additional resources for classroom activities – e.g. enhancing book collections to ensure that all types of children and families are well represented	Books and learning resources will be representative of the children and their families	All pupils will engage in rich learning opportunities.
To support all families to enable their child to attend school regularly and provide opportunity for pupils whose circumstances restrict their access to full-time education (see Parental Engagement action plan)	HSLO AWA	Attendance data	Pupil attendance will have improved.
Further develop parents as partners in their children's learning and the life of the school (see Parental Engagement & EYFS action plans)	HSLO	Parent focus groups Parents surveys Attendance at events	
To promote inclusion for children with S/PMLD across Tower Hamlets through the work of the Outreach Team (see Outreach Action plan)	Outreach Team	Review of caseload Feedback from mainstream schools	Pupils will be well included in their schools, and staff expertise will be enhanced