



Heckmondwike Grammar School

Policy: Equalities

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Equalities Policy

1. Aims

- 1.1. Heckmondwike Grammar School actively promotes equality in an inclusive culture. Among the school's explicitly stated values is the following statement on inclusion:

Diversity enriches us all. Every member of the community is treated with tolerance and respect, regardless of background or any characteristic. We are a cohesive community with clear shared goals and no barriers to access or participation. Understanding other cultures, traditions and beliefs broadens horizons and eradicates prejudice. The diversity within our school helps this understanding to deepen and grow.

A principal aim of the development plan is to create an institution in which: “...all members of the community are valued and respected and show tolerance and understanding;”

As a school it is our intention to provide education for all pupils and students, which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and where we all treat one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

As a school we will not tolerate harassment of any kind. We expect all involved at the school to be committed to eliminating all forms of discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief.

- 1.2. The school aims to prepare all pupils for a future world and adult life in a multi-racial, interdependent world. Heckmondwike Grammar School will be an equality champion and community leader and will seek to ensure that all school users:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- develop a strategy that includes all equality strands and links targets and actions with our School Development Plan;
- ensure that all pupils have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some pupils because of stereotyped views of ability;



2. Responsibilities

The Governing Body and Senior Leadership Team have responsibility for monitoring all aspects of school life including curriculum provision and content, student achievement, school organisation, assemblies, uniform, meals, admission, pay and employment procedures in light of these aims. Regular consultation with pupils, parents and staff will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, discipline, sport and careers education will be regularly updated in response to this information gathering and objectives for promoting equality will be integral to the school development plan. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

Staff will challenge put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership

Departments have responsibility for producing schemes of work, reviewing teaching styles and organisation and examining pupil choices with the intention of eliminating gender, racial and disability stereo-typing, providing equal access to all pupils and differentiation to meet the needs of the individual.

3. The policy in practice

- 3.1. Admissions: Admission to the school is determined by performance in an entrance test. The GL Assessment objective tests are pre-tested by GL Assessment in order to ensure that they are culture and gender fair. Outcomes of the admission process are analysed by gender and ethnicity each year and monitored by the Governing Body Admissions Sub-Committee. Arrangements are made so that candidates with physical disability are given equal access to the entrance exam papers, e.g. partially sighted candidates have large font papers provided.
- 3.2. Curriculum access: All pupils aged 11-16 have full curricular access in line with the requirements of the National Curriculum. In the Sixth Form students follow courses of their choice. Sixth Form students are given equal access to all aspects of provision, including enrichment and work-related opportunities. The outcomes of the option choices process which takes place in year 9 and year 11 are analysed and monitored by gender and ethnicity each year.



- 3.3. Teaching and Learning: Pupils throughout the school have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.
- 3.4. Achievement: Teaching and learning styles can have a differential impact on pupil achievement. The school holds data on standards and progress achieved by all students and analyses this on a termly basis to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; first language; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics. Both internal and external data sources are under constant scrutiny, and monitoring has not revealed any significant differences in the achievement of different groups of pupils to date. The outcomes of the monitoring will form part of the self-evaluation process within departments that takes place throughout the year.
- 3.5. Bullying: The Senior Leadership Team has responsibility for monitoring racial or sexual harassment (including homophobic bullying) and for counselling and supporting staff or pupils who may be involved in such abuse. Pupils, parents and staff are actively encouraged to report incidents and investigating staff are expected to deal with such incidents sympathetically, promptly and effectively. We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise. We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, school users and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves. (See school policy on bullying).
- 3.6. Role of Spiritual, Moral, Social and Cultural Education: It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each pupil. Through assemblies, PSHCE and Religious Education lessons specifically, but also in other areas of the curriculum, the school seeks to promote a positive attitude towards differing cultures, religions and lifestyles. Prayers and stories from a variety of religions are used and places of worship are visited during lesson time.
- 3.7. Learning resources: Heads of department regularly review subject based texts and ICT resources to remove gender and racial stereotyping. The librarian has a similar responsibility for central learning resources. Any member of staff asked to approve a web based resource for a pupil has responsibility for checking the suitability of the site.



- 3.8. Careers Education and Work Experience: Year 12 students are encouraged to undertake a four or five day occupational research placement. All placements are allocated according to student choice. In Careers sessions students in key stage 4 study a unit on equal opportunities which involves analysis and discussion. To date there has been no evidence of difficulties encountered by students on placement because of gender or racial stereotyping.
- 3.9. Employment: There is currently a balance in the gender composition of the teaching staff across subject areas and levels of responsibility which helps provide positive role models. It is policy to maintain that balance. Members of ethnic minorities are employed in both the teaching and non-teaching staff but are currently under represented. Governors monitor employment and recruitment practices with regard to equality and recognise their statutory obligations.
- 3.10. Supply of services: Governors will require providers of goods and services to the school to meet statutory requirements with regard to equal opportunities.

4. Monitoring in practice

- 4.1. In the context of Every Child Matters a Deputy Head has responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of pupils and their achievements.
- 4.2. The school HR manager has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.
- 4.3. Any discrimination by staff or pupils will be dealt with under existing school discipline procedures.
- 4.4. Staff professional development will support the procedures and policies relating to equal opportunity, disability discrimination and community cohesion.



Appendix 1: Objectives

Objective 1: Equity and excellence:

The school will:

- (a) Monitor and evaluate attainment and progress of all students in year 9, 10, 11, 12 and 13 with specific reference to groups with different characteristics. These will include ethnicity, gender, first language, special educational needs, FSM eligibility. A termly report will be produced for SLT and an annual report for the governors' curriculum sub committee.
- (b) Prepare, implement and evaluate a pupil premium strategy to remove any potential barriers to participation or success related to disadvantage.

Objective 2: Participation and engagement:

The school will:

- (a) Monitor participation in extra curricular activities and report to governors.
- (b) Consider ways to increase participation if any group is under represented as identified by monitoring.
- (c) Monitor attendance patterns and report to governors.
- (d) Monitor rewards and consequences annually and respond to any identified differences.
- (e) Monitor admissions to ensure school population broadly reflects community in the extended area from which students are drawn.

Objective 3: Policies:

The school will:

- (a) Conduct equality impact assessments for any new or substantially amended policies.

Objective 4: Personnel:

The school will:

- (a) Ensure all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training.
- (b) Monitor applications and appointments, and produce an annual summary for governors.



Appendix 2

Disability Equality Scheme

1. The Disability Discrimination Act 1995 (DDA)

- 1.1 Heckmondwike Grammar School actively promotes equality in an inclusive culture. Among the school's explicitly stated values is the following statement on inclusion:

Diversity enriches us all. Every member of the community is treated with tolerance and respect, regardless of background or any characteristic. We are a cohesive community with clear shared goals and no barriers to access or participation. Understanding other cultures, traditions and beliefs broadens horizons and eradicates prejudice. The diversity within our school helps this understanding to deepen and grow.

A principal aim of the development plan is to create an institution in which: "...all members of the community are valued and respected and show tolerance and understanding;"

- 1.2 The school welcomes pupils with disabilities who satisfy the admissions criteria and can benefit from the educational provision at the school.
- 1.3 Since September 2002 it has been unlawful for any school to discriminate against a pupil with a disability (whether current or prospective). The Governing Body is mindful of its duty under the Disability and Discrimination Act to ensure that its policies and practices take account of the changes in the legislation.
- 1.4 In the context of promoting equal opportunities in education the School has mechanisms for regularly examining its policies and practices relating to disability equality for pupils and employees.
- 1.5 The School will take steps to ensure that it meets the requirements of the disability equality duty to promote equality of opportunity for people with disabilities.

2 Who has rights under the law?

- 2.1 The Disability Discrimination Act (1995) defines a person with a disability 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".
- 2.2 This definition covers pupils 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, pupils who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.
- 2.3 Pupils with disabilities are identified on admission and their needs are monitored through the existing pastoral system.
- 2.4 These duties under the Act complement the existing Special Educational Needs Policy.



Not all children who are defined as having a disability under the DDA will have special educational needs e.g. pupils with asthma, arthritis, diabetes. Pupils with special educational needs are provided for under the SEN framework.

3. Practice

- 3.1 All members of the school are committed to equality of opportunity for people with disabilities, to eliminating unlawful discrimination and promoting positive attitudes towards people with disabilities. This can be achieved through the school's programmes of study, through assemblies and PSHCE lessons, through extra-curricular activities and through clear policies which lead to consistent practice.
- 3.2 School takes "reasonable steps" to ensure that pupils with disabilities and prospective pupils are not placed at a "substantial disadvantage" compared to others. Where appropriate more favourable treatment may be part of the practice (e.g. extra time in examinations to take account of a particular disability).
- 3.3 In deciding upon reasonable steps schools takes account of the:
 - i. Need to maintain academic and other standards
 - ii. Money available
 - iii. Practicalities of making a particular adjustment
 - iv. Health and safety of the disabled pupil or employee and others
 - v. Interests of other pupils / employees
- 3.4 In cases where the School treats a disabled pupil less favourably careful consideration is given to the particular circumstances of the individual case.

4. School Policies

- 4.1. School's duty under the DDA has an impact on all aspects of education and associated services for pupils and prospective pupils including:
 - Admissions
 - Access to courses / buildings/ classrooms
 - Curriculum provision
 - Discipline/exclusion measures
 - Extra-curricular activities
 - Employees
- 4.2. All policies and practices are reviewed regularly and revised to take account of new regulations and laws and consultation with stakeholders.
- 4.3. New, or substantially amended policies will be subject to equalities impact assessments.
- 4.4. The School's Architects review access arrangements for people with disabilities whenever buildings are constructed or adapted.
- 4.5. In the context of Every Child Matters the Deputy Head (Pastoral) has responsibility for monitoring policies with regard to pupils and their achievements.



- 4.6. The school's HR manager has responsibility for monitoring policies and practices associated with regard to recruitment, retention and development of employees.
- 4.7. Any discrimination by staff or pupils will be dealt with under existing school discipline procedures.
- 4.8. Staff inset will ensure that procedures and policies relating to disability discrimination are understood.



Appendix 3

Race Equality Scheme

Heckmondwike Grammar School is committed to racial equality and to combating racial discrimination and racial harassment.

1. School Context

Heckmondwike Grammar School is a mixed, 11-18, selective school in a West Riding industrial town. Dating from 1898, it has been a maintained grammar school, initially under the West Riding and more recently Kirklees LEA. The school became Grant Maintained in 1989 since when the roll has increased from 565 (80 in Sixth Form) to 1340 pupils with 550 in the sixth form.

The school recruits pupils from a geographical area, centred on the former Heavy Woollen District of Heckmondwike, Batley and Dewsbury with a small number from Leeds and Huddersfield. The catchment area suffers from some disadvantage in socio-economic terms and has a significant ethnic minority whose origins lie mainly in the Punjab and Gujerat. The school has an ethnic minority population of 30% mainly of Asian heritage with a small number of pupils from Eastern European, Chinese and African heritage.

2. Aims

- To promote equality of opportunity
- To promote good relations in order to encourage inclusion in the wider educational community
- To promote tolerance of diversity
- To ensure that students and staff of all ethnicities and cultural traditions are encouraged to achieve their full potential
- To prepare students for a life in a culturally diverse society
- To create a school in which every person, irrespective of their race, colour, ethnic national origin or citizenship, feels valued and welcomed.

3. Purpose

- To promote an inclusive curriculum, ethos and learning environment
- To celebrate cultural diversity
- To promote a climate of understanding, tolerance and harmony
- To combat discrimination, prejudice and harassment



- To address and raise standards of educational attainment for those groups of students at risk of underachieving
- To identify and eliminate practices and procedures which unfairly discriminate in the appointment of staff, selection of pupils and governors

5. Promoting Race Equality, Good Race Relations, Tackling Racial Discrimination

The school will promote equality and challenge racism by:

- Taking the opportunity to celebrate the richness and diversity of different cultures within the whole curriculum
- Taking the opportunity through assemblies and PSHCE to deal with issues of prejudice
- Monitoring displays of work
- Regularly reviewing published materials to ensure that all our publications are inclusive
- Reviewing resources such as texts and software to ensure appropriateness
- Asking all members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments.
- Ensuring that all members of staff follow school guidelines on reporting any incidents relating to discriminatory behaviour. The school has systems in place for dealing with such incidents and recording them on SIMs where appropriate.
- Making sure that schemes of work where appropriate, make reference to positive examples of achievement. This will form part of annual departmental self-evaluation.
- Auditing of material stocked and displayed in the library.
- Maintaining close links with the community and looking for opportunities to strengthen these.
- Taking account of the racial equality scheme when reviewing and adapting policies and conducting equality impact assessments.

5. Relationships with other School Policies

- The policy should be reviewed annually in relation to the aims and content of other school policies.



6. Race related incidents

Students: will be informed that a letter will be sent to parents stating the unacceptability of the breach of discipline and that if further incidents occur the normal procedures for serious breaches of discipline will be instigated. Race related incidents will be recorded by the school and reported as required to the local authority.

For staff: the procedures outlined in the disciplinary guidelines will be instigated.

7. Monitoring, Assessing and Reviewing the scheme

The following information will be used in the monitoring process:

- Internally produced monitoring and target setting data including that for public examinations
- MidYIS, Yellis, Alis and Kirklees Data Pack
- Information from the school PANDA/RAISEOnline
- Destinations of leavers
- Applications for Sixth Form
- Entrance examination data
- Internal monitoring of extra curricular involvement
- Attendance (through SIMS system)
- Exclusions
- Examination of recorded racial incidents

8. Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all students and deals with disciplinary issues without any form of discrimination. The school encourages appropriate behaviour at all times and in all situations.

Exclusions are monitored in order to ascertain any patterns and trends.

9. Personal Development and Pastoral Care

The school takes account of cultural differences in its pastoral care of students – e.g. Recognition of religious festivals and dress.

Work experience providers are expected to be committed to racial equality and challenging racism.