



Equality and Diversity

1. Vision and values

At Uxbridge High School we are committed to ensuring equality of education and opportunity for all students, staff, and parents receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and are able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Uxbridge High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. School context

See Appendix 1 attached.

3. Legal background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty – Equality Act 2010

We have a statutory duty to carry out our functions with due regard to:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under this Act.
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

4. Specific duties

To fulfil the three aims of the general duty, schools have three sets of specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of equality legislation;
- To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve these aims and publish these objectives in the school improvement plan and when undertaking the two first sets of specific duties;
- Engage with people who have a legitimate interest – including all staff (both teaching and associate), all parents, students, local groups, organisations and individuals as appropriate.



The first of these duties, having been performed in December 2012 and in January 2016, must be undertaken again by no later than January 2020. The second must be completed annually. Work on the third specific duty is ongoing.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, in the way it provides education for students, in the way it provides students' access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally, but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Equality Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour which, whether intentionally or unintentionally, causes offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

5. Protected characteristics

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

A person's age and marriage/civil partnerships are protected characteristics in relation to employment as well as to the provision of goods and services, but this does not apply to students at the school.



6. Special provision for disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people, but not people who are not disabled. This means that schools are allowed to treat disabled students more favourably than non-disabled students and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

7. School processes and procedures

The school operates equality of opportunity in its day to day practice in the following ways.

7.1 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, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

7.2 Admissions and exclusions

As an Academy our admissions policy is that of the governing body. Our admissions arrangements are fair and transparent, and do not discriminate on the basis of any protected characteristic or of socio-economic factors.

Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

7.3 Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

7.4 Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, age, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating teaching and learning responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Leadership team support to ensure equality of opportunity for all.

7.5 The role of a school as a service provider

As a service provider, we will make our buildings accessible if we hire out rooms or parts of the building.

7.6 Contact with parents

When providing newsletters and information for parents, we will make this information available in an accessible format to any parents who may be, for example, visually impaired.

Additionally, events for parents, such as open evenings and meetings with teachers, will be held in accessible parts of the building.

7.7 Gender pay gap analysis

As part of this scheme a review of gender pay differences within the school will be undertaken. Pay data will be collected and average pay rates for males and females will be calculated. The Equal Opportunities Commission advises that an acceptable pay gap between the sexes is less than 5%. Therefore, if a female worker's average pay is at least 95% that of the male worker's average, we understand that this is currently considered acceptable.

8. Tackling discrimination

Harassment on account of protected characteristics or for any other reason is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Principal where necessary. All incidents are reported to the Principal and discriminatory incidents are reported to the governing body.



8.1 What is a discriminatory incident?

Harassment on grounds of any protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

8.2 Examples of discriminatory incidents

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names/insults;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully owing to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, religion or belief, gender, disability, gender re-assignment or sexual orientation.

9. Responding to, reporting and dealing with incidents

It should be clear to students and staff how they report incidents. All staff, teaching and associate, should view dealing with incidents as vital to the well-being of the whole school.

It is important that there is a response to each discriminatory incident – this means recording of information and being accountable for all actions.

As soon as possible both the alleged victim and perpetrator must be interviewed to establish the facts. Additional witness statements should be taken where necessary. Staff must record all actions and ensure that notes are filed and logged on the Student's individual record. Parents will be informed of the incident and reminded of the procedures that follow.

After the investigation, action will be taken in line with the behaviour for learning policy. Information will be disseminated through the house structure to the necessary individuals: leadership team / heads of house / curriculum leaders / house guidance leaders.

All records may be required by other professionals – e.g. social services, police. Any example of discrimination perpetrated by a member of staff will be treated as a serious disciplinary matter and dealt with according to the school's disciplinary policy. Serious discriminatory incidents will be reported to the governors by the principal, e.g. physical violence or serious damage to property, repeated or orchestrated harassment, including text messaging and cyber bullying, links with extremist groups, including distributing racist, sexist or homophobic literature;



When the school reports incidents to the governing body, individuals will not be identified in this process. Allegations made against staff involving discrimination must be passed to the principal for investigation.

Support processes:

- All claims will be treated seriously;
- The school will make sure the victim is informed of the procedure and the subsequent chain of events;
- Actions taken and the school's position against discriminatory behavior will be explained;
- All involved will be interviewed;
- Counselling and support will be established if appropriate.

Failure to respond appropriately may be seen as condoning the incident.

9.1 Success criteria

Success will be achieved when:

- Members of the school community have a shared perception of what is discrimination and harassment and the consequences of being involved in a discriminatory incident;
- There is continued good progress and high self-esteem of those who have been offended;
- There is continued good progress and high self-esteem of the perpetrators;
- Procedures for dealing with discriminatory incidents are recognised as fair and appropriate by students, parents and other agencies;
- The school is an inclusive environment for all;
- The number of racist, homophobic and other equality related incidents declines (significantly) over time.

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying, but also complies with additional legal requirements for identifying and responding to racist incidents.

10. Roles and responsibilities

10.1 Chain of accountability

The governing body, supported by the principal and staff, is responsible for ensuring the implementation of this policy.

10.2 Commitment to implementation

The principal retains overall responsibility for ensuring that the school's statutory duties and other duties referred to in this policy are delivered effectively.

The statement for equality and diversity and Appendix 1 will be reviewed by the governing body annually. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

10.3 Involvement and consultation

It is a requirement that the development of this plan and the actions within it have been informed by the input of governors, staff, students and parents. We have achieved this by using the following to shape the plan:



- Feedback from staff, student and parental questionnaires and parents' evening questionnaires;
- Input from staff surveys;
- Feedback from the school council, and whole school bullying surveys;
- Issues raised in annual reviews or reviews of progress on individual education plans, mentoring and support;
- Feedback at governing body meetings.

In addition, other interested parties have been consulted. These include:

- members of the joint staff consultative group, including union representatives.

10.4 Commitment to review

The school's equality and diversity policy will be aligned with the school improvement plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

11. Impact assessment

Evaluating the impact in terms of the outcomes.

11.1 Impact assessment statement

An integral part of the equalities work is conducting impact assessments. The school seeks to meet the needs of all the communities it serves. It can only do this by constantly improving the way its services are delivered and ensuring different needs are identified.

Equality impact assessing all of our policies is an important process and takes time to deliver. In reviewing policies, the leadership team and governors should continue to consider whether there are equalities issues arising from the content or application of this policy. Adjustments to the policy and/or areas for development or change will be identified accordingly.

The Public Sector Equality Duty requires that equality considerations are integrated into all functions and policies. It means that all staff will need to understand the requirements and implications and share responsibility for their implementation.

Examples of policies/practices that schools should impact assess include those relating to:

- Curriculum;
- Teaching and Learning;
- Uniform;
- Anti-bullying;
- Admissions;
- Behaviour;
- Physical education and sport;
- Performing arts;
- Careers/work experience.

12. Our school's equality priorities

12.1 Achievements to date

- Disability – We have revised our trip policy and procedure so that parents of disabled



students do not feel that they have to attend trips with their child. SEN exclusions have been significantly reduced over time in comparison to the initiation of the scheme;

- Gender – We have carried out student voice activities regarding curricular and extra-curricular and have made separate provision for the prayer meetings;
- Race – we conduct regular bullying surveys, which include equality strands. These surveys indicate high levels of satisfaction with the outcomes of bullying incidents by students from all backgrounds;
- Primary partnerships – We have introduced many extracurricular activities for primary aged students to aid transition;
- Summer schools are run by school staff to promote community cohesion and these contribute to reduce levels of discrimination and bullying;
- Priority is given to 'vulnerable groups' for all activities including visits;
- We have developed a curriculum rich in activity and learning that promotes understanding of the protected characteristics;
- We regularly run student assemblies that celebrate diversity.



APPENDIX 1

School Context – October 2019

Characteristic	Total	Breakdown
Number of students	1327	575 and 44% Female 752 and 56% Male
Number of staff	123	64% Female 36% Male
Teaching staff	81	59% Female 41% Male
Associate staff	42	74% Female 26% Male
Number of governors	10	30% Female 70% Male
Religious character (students)		250 Christian, 70 Roman Catholic, 373 Muslim, 81 Hindu, 1 Jewish, 1 Buddhist, 76 Sikh, 79 Other Religion, 241 No Religion, 57 Refused.
Average attainment on entry	28.5	
Deprivation factor	0.26	
Students eligible for FSM	221	17%
Disabled staff (recorded)	0	0%
Disabled Students (SEN/LDD)	73	5.5%
Students who speak English as an additional language	647	49%
Average attendance rate	95.5%	
Significant partnerships, extended provision, etc.		Teach First RSC



APPENDIX 2

How the school is meeting the aims of the General Public Sector Equality Duty

Governors will:	
Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies.
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the principal and senior staff for the communication and implementation of school policies; • Highlight good practice and promote it throughout the school and wider community.
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all leaders, staff and students; • Congratulate examples of good practice from the school and among individual leaders, staff and students; • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out the letter and the spirit of the statutory duties.
Principal and senior staff will:	
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of the equality policy and procedures; • Consult students, staff and stakeholders in the development and review of policies.
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all students, staff and stakeholders; • Ensure that leaders and staff are trained as necessary to carry out the policies; • Oversee the effective implementation of the policies; • Hold line managers accountable for effective policy implementation.
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all leaders, staff and students; • Highlight good practice from curriculum areas and other areas of the school, individual leaders, staff and students; • Provide mechanisms for the sharing of good practice; • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively; • Through the School Improvement Plan, the school will continually seek to promote and fulfil its obligations under the Equality Act 2010.



Line managers will:	
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary; Be accountable for the behaviour of the staff team, individual members of staff and students; Use informal and formal procedures as necessary to deal with 'difficult' situations.
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example; Respond appropriately to the behaviour of students and staff as a whole and individuals (praising/challenging as necessary).
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme.
All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews; Raise issues with line managers which could contribute to policy review and development.
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the school's current equality policy and procedures; Implement the policy as it applies to staff and students.
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme; Provide a consistent response to incidents, e.g. bullying cases and discriminatory incidents.
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme.