



## Equality and Diversity Policy

### 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. 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.
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### 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 – this information will be published annually;
- 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 – this information will be published every four years;
- To 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 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:

- Age
- Sex;
- Race and Nationality;
- Disability;
- Religion or belief;
- Marriage or Civil Partnership
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity.

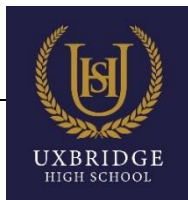
## 6. Special provision for disability

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.

Reasonable adjustments will be made to working arrangements and premises to ensure equal access for employees or potential employees who have a disability or a particular health concern.

## 7. School processes and procedures

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



## 7.1 School Leadership

The leadership team will:

- Create a culture of shared values, policies and practice;
- Will actively model and communicate the values, culture, ethos and diversity of the school; · Will ensure that they are pro-active in ensuring students and staff with protected characteristics are safe and respected at all times;
- Create a curriculum that celebrates and promotes ALL aspects of diversity; · Undertake or support CPD and training that ensures equality and diversity is integrated into all aspects of our work;
- Identify specific aspects of diversity that will become priorities for school improvement;
- Seek to gain recognition for the gold standard approach the school has to diversity;
- Work with outside agencies that specialise in supporting schools with key aspects of diversity.

## 7.2 Teaching, learning and curriculum

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:

- Ensure the protected characteristics are visible across the curriculum. · 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 teaching resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual orientation, religion and disability, without stereotyping;
- Promote attitudes and values that will challenge phobic and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture, unique characteristics and celebrate the diversity of all members of the school community;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staff discussion on equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students;
- Ensure staff teach diversity across the curriculum and challenge phobic views.

## 7.3 Admissions, suspensions and permanent exclusions

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

Suspensions or permanent 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.



#### **7.4 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.

Staff will be expected to treat each other in a fair and respectful manner that is free from discrimination.

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.

#### **7.5 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;
- All staff will receive relevant equality and diversity training.

#### **7.6 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.

#### **7.7 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, in-school events for parents, such as open evenings and meetings with teachers, will be held in accessible parts of the building.

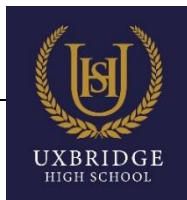
#### **7.8 Gender pay gap analysis**

As part of this scheme, a review of gender pay differences within the school will be undertaken. Pay data will be collected and average rates for males and females will be calculated. The Equal Opportunities Commission advises that the gap between the sexes of 5% or more or any recurring differences of 3% or more merit further investigation.

### **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 board of trustees.

### **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 of indirect discrimination.**

### **Incidents that are not intended but occur as a result of by product actions or policies**

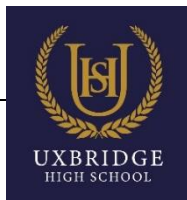
It should be clear to students and staff how they report incidents. All staff, teaching and associate, should view dealing with incidents as vital to the well-being of the whole school.

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 pastoral structure to the necessary individuals: leadership team/heads of year/curriculum leaders/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 trustees 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 board of trustees, individuals will not be identified in this process. Allegations made against staff involving discrimination must be passed to the principal for investigation.

Members of staff who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the appropriate grievance procedure

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 behaviour will be explained; • All involved will be interviewed;
- Counselling and support will be established if appropriate;
- If, on investigation, it is established that discrimination, victimisation or harassment has occurred by member of staff, disciplinary action will be taken.

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 board of trustees, 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 board of trustees annually. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.



### **10.3 CPD involvement and consultation**

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

- The principal and lead for CPD will ensure that teaching and associate staff are appropriately briefed and, where required, equality and diversity CPD offered;
- 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 board of trustees' meetings;
- Issues raised by staff through CPD and/or our consultative structure.

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 development plan. Its implementation will be monitored within the school's 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 trustees should continue to consider whether there are equality 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 extracurricular 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 extracurricular and summer school activities for primary aged students to aid transition;
- Summer schools, trips and events 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;
- We have student groups that celebrate equality and diversity, e.g. anti-bullying association, Pride club (LGBTQI+) and mental health champions.

### 12.2 Our school's next objectives

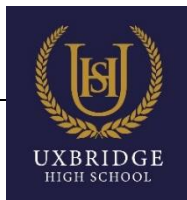
#### **Objective 1: For all students to 'see themselves in their curriculum' which has equality and diversity weaved into its fabric.**

In order to deliver a gold-standard curriculum for all, we believe it is vital for students to engage with the curriculum and to "see themselves" in what they are exploring within their curriculum areas. For example, students should be given the opportunity to explore authors from a range of backgrounds within their study of English Literature.

We plan to continue our termly curriculum review, exploring opportunities for students to explore topics which reflect the student demographic e.g., its diversity and culture as well as its locality. To continue to use students recruited to the Diversity and Equality Committee as a method of collecting student voice – the findings of which we will share with Middle Leaders in support of their termly curriculum review.

Progress so far: all Middle Leaders have been given the opportunity to review their current curriculum intent and maps with the support of the Quality of Education team, including Leading Practitioners. We consider Curriculum Maps to be a working document and will continue to review every term, with a view to enhancing opportunities for students to explore content and topics reflective of the diverse nature and culture of our demographic. All staff will have the opportunity to hear from a keynote speaker during September training days to create vision and momentum for this objective: the importance of culture, identity and belonging for all across all areas of our work. The Leadership team have started their 'Being Luminary' CPD programme and will complete the required follow-up work each. To support and uphold the vision, we understand that diversity, equality and inclusion must form an integral part of our evidence walls of success and want to encourage Leadership to actively share successes with all teams.





**Objective 2: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.**

We have chosen this objective: To ensure that the staff body reflects the student demographic with equity. To achieve this objective, we plan to have all staff have CPD with the luminary programme to raise awareness of equality and diversity within the workplace. This Equality and diversity programme has also been extended to the Senior Leadership Team who are undergoing training regarding the protected characteristics, and this is for the rest of the academic year.

The progress we are making towards this objective: Uxbridge High School has made considerable progress in creating a staff body that is diverse in nature and culture.

**Objective 3: The Leadership team will generate a Gender Pay analysis report.**

The Leadership team are committed to generating a gender pay analysis report during the 2023/24 academic year and will explore potential next steps arising from this publication.

**APPENDIX 1**  
**School Context – October 2022- TO BE UPDATED FROM CENSUS**

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown</b>
Number of students	1343	576 / 43% Female 767 / 57% Male
Number of staff	117	67% Female 33% Male
Teaching staff	82	62% Female 38% Male
Associate staff	35	77% Female 23% Male
Number of trustees	10	50% Female 50% Male (including staff Trustees)
Religious character (students)		8 Buddhist, 273 Christian, 95 Hindu, 490 Muslim, 240 No Religion, 22 Other Religion, 70 Refused, 72 Roman Catholic, 61 Sikh.
Average attainment on entry	104.23	
Deprivation factor	4	
Students eligible for FSM	351	26%
Disabled staff (recorded)	0	n/a
Disabled Students (SEN/LDD)	140	10.43%
Students who speak English as an additional language	591	44%
Average attendance rate	93.5%	
Significant partnerships, extended provision, etc.		Teach First

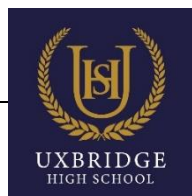


### How the school is meeting the aims of the General Public Sector Equality Duty

<b>Trustees will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>· Provide leadership and drive for the development and regular review of the school's equality and other policies.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>· Provide leadership and ensure the accountability of the principal and senior staff for the communication and implementation of school policies;</li> <li>· Highlight good practice and promote it throughout the school and wider community.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>· Provide appropriate role models for all leaders, staff and students.</li> <li>· Congratulate examples of good practice from the school and among individual leaders, staff and students;</li> <li>· Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>· Ensure that the school carries out the letter and the spirit of the statutory duties.</li> </ul>
<b>Principal and senior staff will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>· Initiate and oversee the development and regular review of the equality policy and procedures;</li> <li>· Consult students, staff and stakeholders in the development and review of policies.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>· Ensure the effective communication of the policies to all students, staff and stakeholders;</li> <li>· Ensure that leaders and staff are trained as necessary to carry out the policies;</li> <li>· Oversee the effective implementation of the policies;</li> <li>· Hold line managers accountable for effective policy implementation;</li> <li>· Offer all staff appropriate CPD and updates on issues of equality and diversity.</li> </ul>



Behaviour	<ul style="list-style-type: none"><li>· Provide appropriate role models for all leaders, staff and students;</li><li>· Highlight good practice from curriculum areas and other areas of the school, individual leaders, staff and students;</li><li>· Provide mechanisms for the sharing of good practice;</li><li>· Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>· Ensure that the school carries out its statutory duties effectively;</li><li>· Through the School Development Plan, the school will continually seek to promote and fulfil its obligations under the Equality Act 2010.</li></ul>



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

