

Signed: Mr R Barnes Fleetwood High School	Signed: Mr S Newsham On behalf of the Governing Body
Head Teachers name: Mr R Barnes	Chair of Resources: Mr S Newsham
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## Fleetwood High School Equality Policy 2019/20

## Statement of Principles

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

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

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

At Fleetwood High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, marital status or any other recognised area of discrimination.

*Leaders have established a curriculum that is broad, balanced and tailored to the needs of individuals and groups of students. Pupils study a curriculum with a strong academic core. Leaders also prioritise students' learning in the arts and technology. Pupils can opt to study vocational courses, many of which link directly to opportunities in the local labour market. (Ofsted Jan 2019)*

*Leaders ensure that students benefit from an extensive range of opportunities to enrich their learning and personal development. Leaders focus on addressing gaps in students' cultural awareness and understanding through a variety of trips and visits to places such as Paris, Barcelona and Stratford-upon-Avon. Teachers provide students with a rich and diverse range of extra-curricular opportunities, from trampolining to performing arts and various academic clubs. Leaders closely monitor students' participation in enrichment activities to ensure that all benefit from what is offered. (Ofsted Jan 2019)*

*The school's work to promote students' personal development and welfare is good. Pupils feel valued as individuals. They appreciate the work of staff and feel that the school is having a positive impact on their personal development. (Ofsted Jan 2019)*

*Pupils benefit from a comprehensive programme of personal, social, health and economic education. Pupils develop a good understanding of issues relating to equality. They are encouraged to be proud of who they are and where they come from, but also to be welcoming, respectful and interested in others. (Ofsted Jan 2019)*

## 1. School in Context

- Fleetwood High School currently has 944 students on roll, 477 boys and 467 girls.
- With a diverse background and cultural makeup, we currently have
  - 706 British students
  - 1 student for the Czech Republic
  - 10 students from Bulgaria
  - 1 student from Germany
  - 1 student from India
  - 1 student from Iraq
  - 1 student from Ireland
  - 1 student from New Zealand
  - 1 student from Saudi Arabia
  - 2 students from South Africa
  - 2 students from Poland
  - 1 student from Syria
  - 1 student from United States
  - 215 students with heritage not declared
- The linguistic profile of Fleetwood High School is currently:
  - 909 students with English as their first language
  - 12 students with Bulgarian as their first language
  - 1 student with Kurdish as their first language
  - 2 students have Polish as their first language
  - 1 student with Efik-Ibibio as their first language
  - 1 student with Esan/Ishan as their first language
  - 4 students with Arabic as their first language
  - 14 family did not declare their language
- Fleetwood High School currently employs 67 teaching staff and 49 support staff. We have a committed and informed Governing Body made up of
  - 1 local authority governor
  - 2 parent governors
  - 2 community governors
  - 11 foundation governors
  - 3 staff governors
  - Headteacher.
- Fleetwood High School employs 1 member of staff who is registered disabled
- The school has addressed the needs of their disabled staff and students and provides lift access to all floors, ramps and wheelchair access, disabled rest room facilities and bespoke evacuation equipment for staff and students requiring assistance.

## 2. Ethos and Atmosphere

At Fleetwood High School, the leadership of the school community will demonstrate mutual respect between all members of the school community

There is an *openness* of atmosphere which welcomes everyone to the school.

All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attention (verbal or physical) and unwelcome or offensive remarks or suggestions

All students are encouraged to greet visitors to the school with friendliness and respect  
The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom and externally based activities

Fleetwood High School is a secondary school serving a wide catchment area on the Wyre peninsular. The majority of students come from the town of Fleetwood once a thriving fishing port, now an area of high unemployment. Census figures confirm high levels of deprivation. Virtually all of our students are from a white British heritage. EAL students and those with English as a second language are well below national average.

The Wyre Health Profile gives evidence of poor levels of health and well-being in the community, e.g. high teenage pregnancy, infant mortality and lower than national figures for life expectancy. 56% of students are classed as disadvantaged (PP).

Many community groups/agencies work with the school by contributing to curriculum experiences for students. Examples include Age Concern, NSPCC, Fire Service, Coastguard, Police and many others. Lancashire Council of Mosques were involved in a joint project to promote cross-cultural understanding.

### 3. Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: Governors, staff and students

### 4. Monitoring and Review

Fleetwood High School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

School performance information is compared to national data and local authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of

other information. This relates to:

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

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

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

We work hard to preserve the integrity and confidentiality of all data retained by Fleetwood High School.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher

Their role is to:

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

## 5. Developing Best Practice

### **Learning and Teaching**

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

- Provide equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders' faculties, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Where possible provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets

- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development

## **Learning Environment**

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

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

## **Curriculum**

At Fleetwood High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All students have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within Fleetwood High School is a high priority. In accordance with SFVS we always ensure we achieve best value and excellent quality.

Our procured resources should:

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

## **Language**

We recognise that it is important at Fleetwood High School that all members of the school community use appropriate language which:

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

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-lingual Students**

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

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

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker students
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

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

- This must include students' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

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

### Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents/Carers/Families and the Wider Community**

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

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities



## 6. Roles and Responsibilities

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

## 7. Commissioning and Procurement

Fleetwood High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## 8. The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## 9. Publicising the Policy and Plan

Copies of this policy are available via the school website, staff and parent newsletter, induction booklets etc.

## 10. Annual Review of Progress

Fleetwood High School will review the Equality Policy on an annual basis via presentation, review and discussion at the Autumn term meeting of the Full Governing Body.