

THOMAS MILLS HIGH SCHOOL



POLICY DOCUMENT 5

# EQUALITY, DIVERSITY AND INCLUSION POLICY

Next review due:	July 2023
Date approved by Board of Trustees	22 <sup>nd</sup> March 2022
Policy Owner:	Deputy Headteacher

**Vision Statement**

***We, the staff and governors, aspire  
to ensure that all our students,  
irrespective of ability  
and regardless of anyone's doubts,  
achieve their potential in full;  
and we aspire in this way to make Thomas Mills High School  
the best in the country.***

Thomas Mills High School is an Academy and a company limited by guarantee incorporated in England & Wales under number 7605059

## Equality Policy & Equality Objectives 2021-2024

### Extracts from A Charter of Values

“We, the staff, pupils and trustees of Thomas Mills High School, agree the following... As central to our purpose:

Equal value accorded to all persons

Courtesy, self-discipline and respect for others

Honesty, moral courage and integrity ...

### Extracts from Code of Behaviour

We should respect each other and treat others in the way we would like to be treated.

We should accept that everyone is different but equally important.

We should behave in a way that is not aggressive, deliberately annoying or provocative.

We should always be polite and avoid using language which might offend.

### Introduction

The equality policy is a positive statement about the identity, values and practices of the school.

Our Code of Behaviour provides that we, the staff, Trustees and pupils of Thomas Mills High School, should respect each other and treat others the way we would ourselves like to be treated. It goes on to say that we should accept that everyone is different but equally important; that we should behave in a way that is not aggressive, deliberately annoying or provocative; and that we should always be polite and avoid using language which might offend. These rules and values rightly inform our Equality Policy which itself also reflects our Vision Statement and Charter of Values.

### General Policy Statement

We are committed to equality for everyone involved in the school (pupils, teaching and support staff, parents, visitors). This is regardless of race, nationality, ethnicity, social or cultural background, gender, sexual orientation, religion, belief, age or disability or any other of the protected characteristics identified in the Equality Act 2010.

In accordance with that fundamental statement of policy, the school will deal with due seriousness with any incident of discrimination or prejudice involving a pupil or a member of staff or other person connected with the school. This includes incidents of racist abuse, homophobic abuse, sexist abuse, harassment or bullying. These should never be considered acceptable and should be reported promptly to the Head of Year or a member of the Senior Management Team by anyone who is aware that such behaviour has taken place.

## Specific Policies

It is also appropriate that the equality policy deals with particular aspects of the school's activities.

The Trustees confirm that it is their intention and understanding that the adopted policies and codes of the school comply with the requirements of the Equality Act 2010 which protects people from discrimination and harassment based on protected characteristics. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. A member of the Senior Management Team (Assistant Headteacher - Pastoral) is responsible for coordinating the schools Equality Policy, including the recording and reporting to the appropriate authority. This would include Trustees for any racist incidents and, if necessary, prejudice related incidents. Hate crime must be reported to the Police. Staff are made aware of their responsibilities through Prevent.

The Trustees expect staff to promote an understanding of, and respect for, the race, culture, religion, beliefs of everyone in the school and in the wider world. It is recognised that this can be achieved by a number of means including involvement with the community and contact with people with relevant personal experience; for example, by visits to or by the school as well as the use of appropriate course materials and texts.

The school has been conscious for the need to monitor academic achievements in all groups of pupils and address any imbalance. The school will continue to promote an achievement culture amongst all pupils in the school.

The school will ensure that all recruitment, employment, promotion and training systems are fair to all.

The school will not, subject to limited exceptions for literary merit or historical authenticity or as part of a deliberate effort to raise issues for discussion, permit the use of materials containing racist bias or prejudice, the stereotyping of race, nationality, ethnicity, culture, gender, sexual orientation, age, disability or other protected characteristic. Within the constraints of budget and the national curriculum, staff should develop a range of topics and materials which positively promotes the school's values.

Mindful that low self-image and ignorance can produce prejudice and stereotyping, the school will support all pupils, providing worthwhile educational experiences (in lessons, tutorial work, assemblies and extra-curricular activities) to foster positive social values and respect for all, and to develop individual self-esteem.

The general duties placed upon all schools are to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

The school will, in accordance with the duties specified in the Equality Act 2010:

- Collect, analyse and publish information about the progress towards meeting the three general duties.
- Publish specific and measurable objectives towards meeting the three general duties. (Annex A)

## **Monitoring and Assessing the impact of the Equality Policy (including some examples of practical ways in which the school puts the policy into practice)**

Examination outcomes are considered to determine how the performance of all pupils compares with their prior achievement. Identified groups of pupils are also considered separately; for example, Looked After Children, those with English as an Additional Language etc. The school does this regardless of the fact that in many categories the cohort is very small.

The gender, ethnicity and any special educational needs of excluded pupils are recorded, and the details are monitored.

The SENDCo actively monitors the progress and experience of pupils with EHC plans and of others on the SEND register through the statutory review programme and review of individual support plans. The Personal Education Plan (PEP) is used by the Assistant Headteacher (Pastoral & DT CiC) and Heads of Year to monitor and inform the provision for Looked After Children.

Advice is obtained from appropriate outside agencies depending on identified need; for example, for those who are hearing or visually impaired, those for whom English is an additional language, travellers, young carers.

The academic progress of all pupils is reported and monitored through the school's reporting scheme. Those pupils who are identified as underachieving or at risk of underachieving are further monitored and supported through mentoring schemes.

All pupils are supported through the school's pastoral system and additional provision is made as need dictates; for example, through referral systems to both school originated support and outside agencies. The appropriateness of such intervention is monitored, and adjustments made, as necessary.

An extensive programme of extra-curricular activities is open to all pupils and their involvement is recorded and reviewed. Steps are taken to address any identified shortfall in provision.

## **Context**

This policy was originally reviewed and amended in 2009 in consultation with The Senior Management Team, Pastoral Team, Trustees, parents, pupils (school councils) and other stakeholders. It is reviewed annually.

It was reviewed in 2021 by the Deputy Headteacher in conjunction with pupils, students and staff. Recent events and the focus of the *Black Lives Matter* and *Me Too* movements were taken into account during the review.

This policy should be read in association with the following:

- Special Educational Needs Policy
- Policy on the Thomas Mills High School Common Curriculum
- Behaviour Policy
- Policy on Spiritual and Moral Education
- Policy on Extra-Curricular Activities
- Accessibility Plan

- Academy policy on admissions
- Community Cohesion Policy
- Academy Complaints Procedure
- Performance Management Policies for Teaching and Support Staff
- Pay Policy
- Lettings Policy
- Discipline, Capability and Grievance procedures
- Relationship and Sex Education Policy

The Equality Policy is published on the school website and referred to in the school prospectus. It will be revised annually.

### Constitution of pupils attending Thomas Mills High School (March 2022)

Number of pupils (all Years)	1150
Males	556 (inc. 129 in Sixth Form)
Females	594 (inc. 137 in Sixth Form)
<b>Ethnicity</b>	
Asian and any other ethnic group	1
Indian	5
Information Not Yet Obtained	13
Malaysian Chinese	1
Other mixed background	3
Other Pakistani	1
Other White British	9
Refused	17
White: English	994
White: Irish	5
White: Scottish	6
White: Welsh	2
White and any other Asian Background	14
White and any other ethnic group	7
White and Black African	5
White and Black Caribbean	7
White and Chinese	2
White and Indian	3
White Eastern European	1
White European	42
White Other	11
White Western European	2
<b>SEND</b>	
EHCP	18
SEN Support	97
Additional Needs	408
No SEN	628
<b>Religion or belief</b>	
Buddhist	2
Christian	526

Jewish	2
Muslim	4
No religion	465
Other	20
Refused	99
Not obtained	33

**Constitution of Thomas Mills High School employees (March 2022)**

Staff employed (Casual and permanent)	175
Males	62
Females	113
<b>Ethnicity</b>	
Asian or Asian British, Indian	3
Mixed, White and Black African	1
Not obtained	32
White, any other White Background	5
White, British	134

**THOMAS MILLS HIGH SCHOOL**

**ANNEX A - Equality Objectives 2021-2024**

Objective	Actions	Responsibility	Timescale	Success criteria
To ensure that all pupils and students fulfil their potential	Progress report monitoring by Heads of Year. Interventions as required. Internal examination analysis. External examination analysis.	Heads of Year  Assistant Head (Curriculum) and Deputy Head	Termly  Annually	Progress data shows improved outcomes and narrowing gaps as a trend. Examination outcomes supported as above.
To continue to provide a school environment that welcomes, protects, and respects diverse people.	Assemblies and ATW to promote diversity and understanding of protected groups	Assistant Head (Pastoral) and Pastoral Team	Annually	Improved understanding (pupil survey). Reduction in number of reported incidents
To ensure that all pupils and students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.	Wide range of extra-curricular activities maintained and made available to all pupils in school.	Teaching staff (monitored by SMT)	Annually	Improved engagement figures Pupil satisfaction (pupil survey)
To eradicate the use of homophobic, sexist, racist and other discriminative language by pupils in the school.	Targeted support for perpetrators and victims Assemblies and ATW to promote diversity and understanding of protected groups Swift action taken when observed – involvement of parents	Assistant Head (Pastoral) and Pastoral Team	Annually	Reduction in number of reported incidents. Reoffending rates low. Improved understanding (pupils survey).

## **ANNEX B**

### **Equality Impact Assessment Guidance and Template**

This document provides guidance when completing an Equality Impact Assessment (EIA). The EIA template can be found at the end of this document.

The Research Councils are committed to promoting equality and participation in all their activities, whether this is related to the work we do with our external stakeholders or whether this is related to our responsibilities as an employer. As public authorities we are also required to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

#### **What is an Equality Impact assessment (EIA) and why do we need to complete one?**

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The term 'policy', as used throughout this document, covers the range of functions, activities and decisions for which your organisation is responsible, including for example, strategic decision-making, arranging strategy & funding panels, conferences, training courses and employment policies.

The EIA will help to ensure that:

- we understand the potential effects of the policy by assessing the impacts on different groups both external and internal
- any adverse impacts are identified and actions identified to remove or mitigate them
- decisions are transparent and based on evidence with clear reasoning.

#### **When might I need to complete an EIA?**

Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality. The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Depending on the type of policy or activity advice can be sought from either your HR team, your Equality, Diversity and Inclusion team, your Peer Review Policy team or their equivalents.

**Ideally, an EIA should form part of any new policy, event or funding activity and be factored in as early as one would for other considerations such as risk, budget or health and safety.**

## **Who is responsible for completing and signing off the EIA?**

Depending on the nature of the policy, event or funding activity, the responsibility of who should complete the assessment, who should be consulted, and who should sign off the EIA will vary. Ultimate responsibility on whether an EIA is required and the evaluation decision(s) made after completing the EIA lies with the Senior Responsible Officer, budget holder, project board or the most relevant senior manager. Further advice is available from your Equality, Diversity & Inclusion contact.

## **What is discrimination?**

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic. The different groups covered by the Equality Act are referred to as protected characteristics: disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, sex (gender), and age.

Discrimination is usually unintended and can often remain undetected until there is a complaint. Improving or promoting equality is when you identify ways to remove barriers and improve participation for people or groups with a protected characteristic.

## **Building the evidence, making a judgement**

In cases of new policies or management decisions there may be little evidence of the potential effect on protected characteristic groups. In such cases you should make a judgement that is as reliable as possible. Consultation will strengthen these value judgements by building a consensus that can avoid obvious prejudices or assumptions.

## **Consultation**

Consultation can add evidence to the assessment. Consultation is very important and key to demonstrating that organisations are meeting the equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safeguard against 'groupthink' by involving a diverse range of consultees. These are the key considerations, to avoid over-consultation on a small policy or practice and underconsultation on a significant policy or an activity that has the potential to create barriers to participation.

## **Provisional Assessment**

At the initial stages, you may not have all the evidence you need so you can conduct a provisional assessment. Where a provisional assessment has been carried out, there must be plans to gather the required data so that a full assessment can be completed after a

reasonable time. The scale of these plans should be proportionate to the activity at hand. When there is enough evidence a full impact assessment should be prepared. Only one EIA should be created for each policy, as more evidence becomes available the provisional assessment should be built upon.

### Valuing Differences

EIAs are about making comparisons between groups of employees, service users or stakeholders to identify differences in their needs and/or requirements. If the difference is disproportionate, then the policy may have a detrimental impact on some and not others.

‘You are looking for bias that can occur when there are significant differences (disproportionate difference) between groups of people in the way a policy or practice has impacted on them, asking the question “Why?” and investigating further’. \*

### Evaluation Decision

There are four options open to you:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore, you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies and practices are usually changed or adapted. In these cases, or when a change has been justified you should consider making a record on the project risk register.

\*[http://www.acas.org.uk/media/pdf/s/n/Acas\\_managers\\_guide\\_to\\_equality\\_assessments.pdf](http://www.acas.org.uk/media/pdf/s/n/Acas_managers_guide_to_equality_assessments.pdf)

## Equality Impact Assessment Question Response

Question	Response
1. Name of policy/funding activity/event being assessed	
2. Summary of aims and objectives of the policy/funding activity/event	
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	
4. Who is affected by the policy/funding activity/event?	
5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	

Protected Characteristic Group	Is there a potential for positive or negative impact	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

## Evaluation

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed		
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

<b>Will this EIA be published* Yes/Not required</b> (*EIA's should be published alongside relevant funding activities e.g. calls and events:	
<b>Date completed:</b>	
<b>Review date (if applicable)</b>	

## Change log

Name	Date	Version	Change
	When published	1	

