



**St Hugh's School**

**Equality and Diversity policy  
inc. Action plan**

## **Introduction**

This policy has been produced with due regard to the Equality Act 2010 and the DfE advice for school leaders, school staff, governing bodies and local authorities published in 2014 and most recently updated in 2018. The school is committed to fulfilling its duties under the act.

The Act 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 pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

## **Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably.

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender confirmation
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

## **Situations in which you are protected from discrimination**

Under the Equality Act you are protected from discrimination:

1. when you are in the workplace
2. when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
3. when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
4. when you use transport
5. when you join a club or association (for example, your local tennis club)
6. when you have contact with public bodies like your local council or government departments

## **How can you be discriminated against?**

There are four main types of discrimination.

### **Direct discrimination**

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

### **Indirect discrimination**

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example, a local authority is planning to redevelop some of its housing. It decides to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

### **Harassment**

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example, a man with Down's syndrome is visiting a pub with friends. The bar staff make derogatory and offensive comments about him, which upset and offend him.

### **Victimisation**

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

Leaders and governors will have 'due regard' to equality considerations whenever significant decisions are being made or policies developed.

The Public Sector Equality Duty (PSED) requires the school to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

For the school this means:

- Decision makers in school will be aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may

have particular implications for people with particular protected characteristics.

- The school will consider equality implications before and at the time that we develop policy and takes decisions, not as an afterthought, and we will keep them under review on a continuing basis.
- PSED will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind.
- The school will not delegate responsibility for carrying out the duty to anyone else.

### **Sources of information on how the Public Sector Equality Duty is met at St. Hugh's School**

- School policies such as the behaviour policy, the anti-bullying policy, the recruitment and the pay policies have been developed to ensure that discrimination and other prohibited conduct is avoided.
- Governors and senior leaders are mindful of and determined to comply with non-discrimination provisions.
- Ways in which we use data to identify and address inequalities are detailed in this policy.

### **Staff are reminded regularly of our policy**

When deciding what to do to tackle equality issues, the school consults and engages both with people affected by our decisions - parents, students, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. We conduct comprehensive annual surveys of staff, students and parents and the results are addressed in our development planning.

The school engages with a wide range of groups we engage with many employers for work experience, our students engage in sports sessions delivered by external providers. We undertake Young Enterprise activities and regularly engage with community groups and parents through school events such as harvest festival and parental workshops. Our school magazine is high quality and distributed widely in our local community. Members of our governing body are highly committed and are regular visitors to the school to support activities and conduct their monitoring responsibilities.

## **DIVERSITY & EQUALITY**

St Hugh's is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition. We will treat everyone at St Hugh's fairly, celebrating difference and meeting different needs

so that all members of our school community are free to live, learn and enjoy and experience success.

At St Hugh's school we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, local, national and global levels and implement all necessary actions in relation to ethnicity, gender, religion or belief and socio-economic background.

Through our ethos, values and behaviour policy, the school provides a platform to ensure children and young people are given the support to respect themselves and others and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

- Child on child abuse will not be tolerated or passed off as banter or part of growing up.
- 'We will treat everyone at fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'.
- Tackling discrimination on the grounds of age, disability, gender identity (gender confirmation and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.
- Advancing equality of opportunity.
- Creating good relations between different groups

### **Attainment & Progress**

We have and communicate high expectations of all students by:

- Weekly celebration of student's achievements via whole school achievement assemblies
- Use of reward systems for behaviour, attendance and homework
- Target setting in lessons, assessment sheets, identified intervention - showing lesson outcomes & progress of students
- The monitoring and observation processes and the subject leader monitoring and observation processes.
- Termly tracking analysis of progress using the ACE assessment process, EHCP analysis along-side qualitative tracking of intervention measures to improve learning outcomes

We recognise and value a wide range of achievement by:

- The use of individual students' reviews with teabase staff
- Termly quality assurance of PAPs targets by SLT
- ACE lessons.
- Regular updates of student progress data (termly), informing target setting and planning
- Successes shared via the school website (including school Facebook page), subject leader praise postcards, EHCP comments, parents' evenings and celebration events
- Termly updates by all team base teachers of achievements in team via new website
- All students have individual PAP's – which are reviewed regularly & specific to student / parent requests

We have outstanding procedures that monitor the attainment of all students regardless (including breakdown by ethnicity, disability and gender) by:

- Detailed termly analysis of all students attainment and progress within all subject areas (including those within vulnerable groups)
- Pastoral monitoring use of team reviews meetings, PAP monitoring and assessment data analysis
- Targeted intervention for any student making below good progress or deemed Gifted and Talented within a specific area (including those students within vulnerable groups or in receipt of Pupil Premium funding)
- Exam / unit accreditation results
- PAP results - success criteria
- Intervention reports measuring impact
- Data analysis to monitor impact / success of intervention
- Monitoring of lesson via observations by SLT to inform future CPD staff development
- Distribution of termly intervention reports from the diversity service

We use results of our monitoring procedures and protocols to:

- Provide bespoke, targeted training for staff to continue to develop and embed skills to meet the needs of the diverse needs of all our students
- Highlight and implement specific interventions that may be needed
- Ensure that staff have allocated time to attend meetings regarding curriculum development with subject leaders / parents and external consultants to ensure that the planning & teaching of lessons are tailored to meet the needs of all students

## Examination Access

Making special arrangements for candidates to take exams and submitting completed access arrangement applications (online) to the examination boards is the responsibility of the Exams Officer. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

Access arrangements for all of our students are assessed and planned for according to additional need (referenced in this Policy and Action Plan).

### **Teaching and Learning**

Opportunities are embedded within the curriculum to explore concepts and issues relating to identity, equality, justice and all forms of discrimination and stereotyping including race, gender and disability equality and cultural diversity by:

- A strong school ethos clearly advocating British Values
- SMSC as an embedded element within all curriculum policies and planning documentation to create opportunities within the curriculum for the teaching of gender, race, disability equality
- The yearly review of LTP / MTP by subject leaders to highlight areas that are addressed
- Half termly cultural and diversity days to raise student, staff and parental awareness, with both preceding and follow up work undertaken as part of curriculum delivery
- Lessons include subject material that incorporates examples of race, gender, and disability equality
- Thematic assemblies that relate and embed aspects of equality and diversity
- Logging of activities via photographic evidence for the school magazine, evaluation documents and displays of students work within the school environment
- Targeted activities with pastoral team base time focusing upon SMSC and personal development
- Use of appropriate curriculum material to support race, gender, disability and cultural diversity - for a range of subject areas
- Use of team base (pastoral) assemblies to encompass aspects of equality / discrimination & stereotyping
- Re-visit whole school ethos towards SMSC as required through PSHE curriculum

We ensure that learning about cultural diversity and individual identities includes personal encounters with people from other cultures and communities by:

- Holding school events where members of the diverse community are invited to attend and undertake shared experiences with the students, staff and parents
- An equal opportunities staff recruitment system to enable the staff body to mirror our diverse community (teachers / governors / TAs)
- Encouraging volunteers from differing communities to come into school
- A School website that utilises symbol supported text to ensure accessibility for a wide range of individuals
- Use of an evaluation form which is distributed to visitors of the school to supplement the use of visitors comments questionnaire

Extra-curricular activities and events cater for the interests and capabilities of all students, and take into account parental views and preferences related to religion, race, gender disability and culture by:

- Providing access to extra-school activities and residential visits for all students regardless of race, gender & disability
- The use of SSCO to build relationships & opportunities within the local school community for all students regardless of their needs to compete against other students in neighbouring schools
- Ensuring that parents and carers are aware of schemes and weekend clubs run for students within our locality
- Students supported through commissioned care packages as identified through the local offer short breaks process - ensuring that they have the opportunities to experience events through summer & weekend activities
- Trained staff work with more complex need students in order that they are able to access all events possible
- Involvement of specialist agencies OT, health, VI, diversity services as part of a multi-disciplinary approach to provision
- Provision of appropriate transport to and from events for students
- Participation of all students in whole school events & celebrations
- Celebration of students' achievements following an event – whole school assemblies, local newspaper, school website and social media
- Celebration of students' involvement – around school via displays, media, local news, website and social media

### **Behaviour and Safety**

We ensure that all our procedures for monitoring behaviour are fair and equitable to students of all backgrounds and that these are implemented by all staff by:

- Undertaking annual updates on safeguarding, behaviour policy, anti-bullying policy, SMSC policy
- Highlighting areas for development within the whole school SDP
- Development of Personalised programmes of learning for students (on a needs basis)
- Use of safeguarding / PBSPs / personalised programmes for some students when needed and at times of transition
- Surveying parental feedback on the management of behaviour in the school on their annual feedback forms
- Gaining student voice via audit responses
- Rigorous safeguarding procedures that ensure a low % of incidents occurring
- Use of student mentor system
- On-going staff training to ensure that all staff have an up-to-date knowledge and that their awareness of the management of behaviour and safety is at the forefront of their minds
- Induction booklet training for newly appointed staff to ensure that they are aware of school policy and procedures
- Behaviour training for all staff
- Application for and use of extra staff funding for some students to meet complex of behavioural needs

Exclusions of all kinds are monitored to establish patterns and trends by:

- The recording of all exclusions by the main office
- Recording and reporting of racially motivated incidences and exclusions to LA
- Intervention work arranged for students excluded to meet their needs and reduce the risk of recurring exclusions
- Establishing personalised programmes of curriculum for students that are disengaged to re-engage them and embed success
- Use of PCSO to support student in their behaviour & their actions
- Use of Early Help Assessment and parental support – to support families
- Use of specialised interventions for students that are excluded due to the diversity of their needs
- Use of the Speech & Language referrals where communication maybe key to the issues & exclusion to ensure that they have a fit for purpose method of communication

Strategies for integrating long term absences and excluded students and students with a history of behavioural difficulties transferring into the school, address the need of students from all backgrounds by:

- School representatives to attend EHCP Reviews and transition meetings prior to student arriving at St Hugh's to ensure that appropriate measures are in place for students commencing placement
- Observations of students prior to their arrival at St Hugh's
- Develop personalised phased transition package for the student based on their needs
- Supported visits to St Hugh's with a familiar member of staff from their primary school
- Building relationships with parents for maximum support & engagement for their child's transition
- Successful transition based on academic / behavioural data – evidenced by termly reviews
- Seeking support from LA in relation to additional funding / staffing to support transition of students with complex or behavioural needs
- Seeking maximum support from parents via learning mentors working collaboratively through the transition phase in order to support their child's needs

We ensure that students, parents, carers and staff are all aware of the procedures for dealing with incidents by:

- A transparency in the approach to managing students with parental consent
- Teaching staff continue to develop relationships with parents/carers of students in their team
- Continuing to promote an open-door policy where parents are able to speak to staff where they have concerns
- Issues are dealt with effectively, quickly and documented at all times to ensure a consistent approach

- Parents involved in the writing of safeguarding / PBSPs – as part of the process of managing and supporting behaviour
- The home/school journals continuing to be used as a means of communication between parent/carer & teacher
- Ensuring that parents/carers feel secure in the knowledge that the school operates a fair system of managing students – AR/EHCP review comments, Early Help minutes
- Parents feel they are supported – audit results, AR/EHCP review comments

### **Leadership and Management**

We take action to encourage the involvement and participation of all parents and carers in the life of the school by:

- Informing parents / carers of forthcoming events via the school website, school magazine, regular correspondence via letters, phone or text messages, school app.
- Raising the profile of FOSH (Friends Of St Hugh's) and its support of key events
- Increasing the number of parent volunteers in school
- Continuing to comply to the Leading Parent Partnership Award
- Ensuring that parents / carers are actively involved in child's education
- Parents/carers involved in school life via team base teachers who communicate with families / carers on a regular basis
- Parents / carers being present at AR's / EHCP and induction meetings (Use of translators to support language barriers of key parents)
- Attendance at parent events
- Increased parental involvement in the school curriculum e.g. shared learning activities
- Completion of Early Help Assessments for families experiencing problems

We ensure that information and materials for parents and carers is accessible in user-friendly language and in languages and formats other than English, as appropriate. We consider the needs of adults and children with vision impairment or any other limitations which inhibit full access to the written word by:

- Ensuring that all correspondence to parents with special needs is adapted according to individual needs
- Ensuring that all surveys conducted to ascertain families' / carers views are appropriately adapted
- Use of interpreters for EHCP / EH / meetings for parents where necessary
- Providing a choice of format of parent correspondence in order for them to access it effectively
- Use of symbolised software to allow more parents access to the school Website and response to audits online
- Translated documents where appropriate and translators to attend EHCP meetings
- Use of SEN services for copies of translated statutory documentation

The admissions policy and criteria are equally open to students from all communities and background, which is supported by:

- accessible school prospectus
- Home school agreement which includes a statement that encompasses diversity & equality
- Admissions policy being readily available on the school website students regardless of their differences and with a statement of need are accepted on roll
- Recruitment and retention of governors that represent the schools' diversity
- Key staff training in safer recruitment

## Diversity and Equality Action Plan

Attainment and Progress			
Target	Action	Responsibility	Timescale
Continued monitoring that all key groups. Including, PPP, CLA, EAL, FSM continue to make outstanding progress and attainment in relation to their EHCP outcomes.	<ul style="list-style-type: none"> <li>- Termly monitoring of the ACE document. And EHCP outcomes.</li> <li>- Spending of allocated funds to support intervention (PP) for identified students.</li> </ul>	SLT	Overall assessment July 2026 (x3 mid-year assessments – end of each term).
Teaching and Learning			
Target	Action	Responsibility	Timescale
To annually audit new intake regarding EAL to address any new area of diversity.	<ul style="list-style-type: none"> <li>● Undertake audit</li> <li>● Liaise with Diversity services (if req.), EMTAS,</li> <li>● Implement programmes/support (if req.)</li> </ul>	Pathway leader, transition lead  Team staff	Autumn 2026
Teaching and Learning			
Target	Action	Responsibility	Timescale
To embed equality content to continue the awareness of LGBTQIA+.	<ul style="list-style-type: none"> <li>● Ensure essential information is presented in a visual manner.</li> <li>● LGBTQ+ representation included within subjects across all lessons.</li> </ul>	All teabase teachers  Subject leaders. Monitored during termly subject leader meetings by Deputy head – teaching and learning lead.	Summer 2026
Behaviour and Safety			
Target	Action	Responsibility	Timescale

An audit of young carers cross referenced to student progress termly.	<ul style="list-style-type: none"> <li>● School to audit students with reference to being a young carer.</li> <li>● Ensure students access the appropriate support for young carers.</li> </ul>	Behaviour lead and learning mentors.	Summer 2026
<b>Leadership and Management</b>			
Target	Action	Responsibility	Timescale
To recognise and adjust school environment to meet the needs of the school community.	<ul style="list-style-type: none"> <li>● Governors and staff's diverse needs to be identified and reasonable adjustments to be made.</li> <li>● Responsibility of governor to update if required</li> <li>● To have an allocated Health and Wellbeing Governor</li> <li>● Student's EHCP monitored, updated and actioned to ensure all needs are met.</li> </ul>	SLT	Summer 2027

**Policy to be reviewed as and when needed if incidents arise in school**