



Equality Policy Including Equality Information and Objectives

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At Light Hall School:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: SEPT 21	POLICY RENEWAL REQUIRED: EVERY 4 YEARS	REVIEW DATE ANNUALLY (SLT) GOVERNORS (2025)	SIGNED: CHAIR OF GOVERNORS
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Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight



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Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Analysis relating to equality is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the analysis and evaluation we have undertaken (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

5. Profile of Light Hall School (by groups September 2021)

5.1 Light Hall Student Population – Gender

Year	Male	Female	Totals
7	71	68	139
8	138	108	246
9	133	118	251
10	134	110	244
11	116	112	228
Total	592	516	1108

5.2 Ethnicity

Ethnicity	Number of students	%
White British	666	60
Irish	1	0.09
Traveller of Irish Heritage	0	0



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Romany or Gypsy	0	0
Any other white background	22	1.98
White and Black Caribbean	57	5.14
White and Black African	11	0.99
White and Asian	22	2.52
Any other mixed background	25	2.25
Indian	85	7.67
Pakistani	123	11.1
Bangladeshi	9	0.81
Any other Asian Background	16	1.44
Caribbean	12	1.08
African	7	0.63
Any other Black background	4	0.36
Chinese	10	0.9
Any other ethnic group	12	1.08
Parent/ pupil preferred not to say	17	1.53
Ethnicity not known	2	0.18
Greek	2	0.09

5.3 Disability

Where students have more than one disability then the first disability stated on the Special Educational needs Register has been used.

Disability	Number of students
Dyslexia	20
ASC	40
Other	33
Physical disability	5
Visual Impairment	1
Hearing Impairment	7
ADHD/ADD	11

5.4 Sexual orientation, gender identity or reassignment

No data is kept on the sexual orientation of our students. However, we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students.

6. Equality Objectives

6.1 To ensure substantial improvement in progress for all disadvantaged students (pupil premium and SEND) so that progress is rising across the curriculum.

6.2 To ensure that no groups of students are disadvantaged by low attendance and that the attendance of students who have had exceptionally high rates of absence is rising quickly towards national averages.

6.3 To further develop the curriculum and SMSC activities so that an even greater proportion of students feel that the school helps them to understand and respect people from other backgrounds. (To include the PSHEC curriculum and tutor time opportunities).



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6.4 To further develop student engagement within school to develop talent and citizenship skills in students through active participation. Students will track their participation in these activities in their '16 Before 16' Passports. To develop students' talents and sense of community through an ambitious programme of activities

7. Ethos and Organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

7.1 Students' progress, attainment and achievement

The Senior Leadership team, Heads of Faculty and Progress and development leaders undertake assessment analysis on a regular basis throughout the academic year. Any findings related to underachievement of either gender or specific group are targeted for support, as appropriate.

7.2 Students' personal development, welfare and well-being

The Senior Leadership team, Progress and development leaders and Pastoral managers undertake evaluation of students' personal development, welfare and well-being on a weekly basis. Any findings relating to prejudicial behaviour or inequality are addressed immediately.

7.3 Teaching and Learning

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above. We do this in the following ways:

- We provide a curriculum which emphasises aspects of all cultures and gives students the confidence that discrimination must and can be eradicated.
- We provide quality of access for all students and prepare them for life in a diverse society.
- We make best use of all available resources to support the learning of all groups of students and avoid in teaching, reinforcing stereotypical views of society by careful use of language and choice of resources.
- We promote a positive image of and attitude towards disability and disabled people.
- We promote an understanding of a variety of cultures, valuing their positive contribution in the community and adopting the view that cultural diversity is a positive advantage.
- We promote attitudes and values that will challenge discriminatory behaviour
- We develop students' advocacy skills so that they can detect bias and challenge discrimination.
- We provide opportunities for students to appreciate their own culture or faith, as well as celebrate the diversity of other cultures. Where appropriate, teachers will recognise value and sensitively share the experiences of the students themselves as they are often the most important multicultural resource within the classroom.
- We will provide educational visits and extended learning opportunities that involve all student groups
- We take account of the performance of all students when planning for future learning and setting challenging targets
- We ensure that all students, regardless of gender, ethnic origin, religion, sexual orientation or disability have opportunities to participate in extra-curricular activities, unless the activities are agreed by all parties to be appropriate or available to only one gender e.g. sports teams.
- We recognise the experiences and cultural diversity within our local community and work in partnership with them as valuable resources to help educate our students

7.4 Admissions and attendance



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- Light Hall adheres to the DfE statutory guidance on admissions and attendance, which is fair to all groups.
- Light Hall promotes student attendance and uses data to develop strategies to address poor attendance. It is aware, in some cases, that absenteeism may be linked to a protected characteristic.

7.5 Staff recruitment, retention and professional development

- Recruitment and selection procedure are consistent with the equality legislation. Advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

7.6 Behaviour, discipline and exclusions

- Our procedures for disciplining students and managing behaviour are fair and applied equally to all students irrespective of any protected characteristics. All additional information (e.g. additional needs) are considered before any sanction is imposed. All procedures for excluding and reintegrating students are free from any type of discrimination. These are monitored regularly by the Senior Leadership Team.

7.7 Accessibility Plan

- Light Hall is aware of the reasonable adjustment duty for disabled students which is designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage, compared to their peers.
- Light Hall produces an accessibility plan in which it sets out how Light Hall will improve accessibility to the site for all staff, students and visitors. The plan is written in conjunction with stakeholders every three years, is monitored regularly and is reviewed annually to ensure all outcomes are achieved.

8. Addressing prejudice and prejudice-related bullying

All members of staff (including support staff) have a responsibility to promote equality. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs.
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum.
- prejudices reflecting sexism and homophobia.

8.1 There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

8.2 We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

9. Roles and responsibilities



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9.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

9.2 The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

9.3 The Senior Leadership team, will, through their own personal leadership and areas of responsibility, ensure the day to day implementation of this policy. They will ensure that all staff are aware of the policy and understand their role and responsibility in relation to it and ensure that, where additional funding is available for raising the achievement of specific groups, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

9.4 All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraphs 4 and 7.3 above
- support students in their class and in the school for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

10. Breaches of the policy

10.1 Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

11. Monitoring and review

11.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

11.2 Progress against equality objectives will be reviewed annually by the governing body and updated every four years.

Related policies and statutory documents:

- Attendance policy
- Accessibility Plan
- Admission arrangements
- Anti-Bullying Policy
- Child Protection Policy
- E Safety Policy
- Educational Visits Policy
- Exclusion Policy
- Supporting Students with medical conditions Policy
- Behaviour and Discipline Policy
- Behaviour for Learning framework



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- Student Code of Conduct
- Home School agreement
- SEND policy
- Whistle Blowing Guidance

Statutory documents:

- Equalities Act 2010
- UN Convention on the Rights of the Child
- UN Convention on the Rights of People with Disabilities
- Human Rights Act 1998