

	Equality Statement and Objectives	
	Last reviewed: May 2017	Next review: May 2021
	Linked Governor: Rebecca Kingston	SLT Member: Heather Jones

Our Mission Statement

At Ashlyns we encourage each and every student to aspire and achieve beyond their expectations. Our aim is for our students to achieve outstanding academic success; alongside this we equip students with the organisational, social, communication and leadership skills which are the building blocks to becoming confident, happy, responsible and successful adults of the future.

We believe everyone at Ashlyns should:

- aim for excellence in all undertakings, to fulfil their potential
- care for and value others
- be confident and creative learners, building a foundation for enjoying life-long learning
- make a positive contribution to the school and wider community
- adopt and promote healthy lifestyles
- celebrate achievement

Equality Statement

The Governing Body and staff of Ashlyns School welcome students of all abilities and aim to provide an inclusive and effective learning environment in which all members of the school community can thrive and succeed.

Promoting Equality

The Equality Statement and our Objectives, as detailed in this document, enable us to bring together the school's approach for promoting equality in our policies and develop an action plan to eliminate discrimination and harassment covering the following protected characteristics:

- ethnicity and race
- disability
- gender identity and reassignment
- religion and belief
- sexual orientation
- age
- pregnancy and maternity
- marriage and civil partnership
- less favourable socio-economic circumstances

All of our school policies exist to provide a framework for supporting our Mission Statement.

1 Underlying Principles

Ashlyns School values diversity in its student body, workforce and wider community. As such, we will:

- respect and value, as individuals, all members of our school community
- recognise the contributions made by all members of the school community
- challenge prejudice, intolerance and stereotyping
- maintain the dignity and rights of every individual
- provide support to individuals and groups of students who require something extra to meet their needs
- regard parents/carers as an integral part of our community and involve them as much as possible in the joint enterprise of making learning exciting and positive for all
- involve the wider community as much as possible

2 Legal Background

2.1 Key legislation

This policy has been produced in response to the Equality Act (2010) and sets out how our practice and other policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under this act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The specific duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- publish annually quantitative and qualitative information, showing compliance with the PSED set out in clause 149 of the Equality Act 2010
- set one or more specific measurable equality objectives every four years that further the aims of the equality duty

2.2 Related policies

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Inclusion Policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Sex and Relationships Policy
- School Prospectus
- Child Protection Policy
- Children Looked After Policy

- Collective Worship Policy
- Communications, including Complaints Policy and procedure
- Curriculum Policy
- E-Safety Policy
- Exclusion Policy
- Home-School Agreement
- SEND Report
- Sex and Relationships Policy

3 School Context

Ashlyns is a co-educational, mixed ability secondary school providing for years 7-13 in the town of Berkhamsted. The school is located on the border of Buckinghamshire, which operates a grammar school system.

At present, our students predominantly come from the local feeder schools in Berkhamsted with a small percentage transferring in from outside the local area and from the independent sector. Students come from 27 feeder primary schools.

Most students (around 86%) come from a white British background with the remainder coming from ethnic minority backgrounds.

The percentage of students identified with SEND is currently 15%.

Due to the proximity of a sizeable independent school and the mobility of students crossing from Buckinghamshire, the school population does not truly reflect the socio-economic categorisation of the area.

Characteristic	Total	Breakdown (number and %) To date as of March 2017
Number of students	1275	
Number of staff	155	35 male, 120 female 90 full time, 65 part time
Number of Governors	10	6 male, 4 female Not including Headteacher
Attainment on entry (KS2 SATs)	28.9	National Average is 27.5 Figures relate to students in Year 11 September 2015/16
Mobility of school population	Low	Low mobility once on roll in KS3 and KS4; some mobility between KS4 and KS5 and during KS5
Students eligible for FSM	51 4%	As of 20 th April 2017
Students eligible for Pupil Premium	152 12%	includes FSM, 'Ever 6', CLA and children of Service personnel
Children Looked After/Adopted from care	6	Three students in year 9 Two students in Year 11 (one out of County) One student in Year 12
Deprivation factor	Low	Although designated 'low', this is not representative of the school population, with 12% of our students eligible for the Pupil Premium
Staff with disabilities	0	
Students with Special educational needs and/or Disabilities	188 15%	SEN support 178 EHCP 10 Disabilities (Defined on Census as Other Difficulty/Disabled)
Students who speak English as an additional language	42 33%	
Average attendance rate	95.4%	As at end February 2017
Significant partnerships, extended provision etc		Dacorum Teaching Schools Alliance West Herts College WHASH Post 16 curricular arrangements with Dacorum Schools Dacorum Education Support Centre Primary Feeder Schools Berko-Astro Group Air Cadets CEIAG D Ritchie and Associates Breakfast Club Homework Club Extra-Curricular Activities
Awards, accreditations, specialist status		Sports leaders

4 Roles and Responsibilities

4.1 Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

4.2 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff report to the Headteacher on actions and progress. Monitoring of equality and diversity by Governors is through SEND link Governor meetings, Chair of Governor meetings with the Headteacher and reports to the Governing Body Committees.

4.3 Responsibility for delivering the scheme

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

Responsibility for:	Key person:
Equality Scheme	H.Jones (Deputy Headteacher) E.Haezewindt (INCo)
Disability Equality	H.Jones (Deputy Headteacher) E.Haezewindt (INCo)
SEN/LDD (including bullying incidents)	E.Haezewindt (INCo) R.Peters (Assistant Headteacher)
Accessibility	E.Haezewindt (INCo) A.West (Business Manager)
Gender Equality	R.Peters (Assistant Headteacher)
Race Equality (including racist incidents)	R.Peters (Assistant Headteacher)
Equality and diversity in curriculum content	C.Rowland (Deputy Headteacher)
Equality and diversity in student achievement	C.Rowland (Deputy Headteacher) R.Martin (Assistant Headteacher)
Equality and diversity – behaviour and exclusions	R.Peters (Assistant Headteacher)
Participation in all aspects of school life	R.Peters (Assistant Headteacher) E.Haezewindt (INCo)
Impact assessment	H.Jones (Deputy Headteacher)
Stakeholder consultation	R.Peters (Assistant Headteacher)
Policy review	H.Jones (Deputy Headteacher)
Communication and publishing	R.Peters (Assistant Headteacher)

4.4 Commitment to review

The School Equality Scheme is aligned to the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated annually. Following this regular impact assessment, the whole Equality Scheme will be reviewed every four years.

4.5 Commitment to publish

We are committed to sharing information about our Equality Scheme as broadly as appropriate. Information regarding our Equality Scheme, policies and additional statutory information is available from the School website. Hard copies of some documents are available on request from the school office. Please see our Freedom of Information Policy and Publication Scheme for more information.

4.6 Commitment to action

Governors will:

- provide leadership and drive for the development and regular review of the school's Equality Scheme and other policies
- ensure the accountability of the Headteacher and senior staff for the communication and implementation of this, and other, policies
- act as appropriate role models for the school community
- congratulate examples of good practice from the school and among individual staff and students
- ensure a consistent response to incidents, e.g. bullying and racist incidents
- ensure the school carries out its statutory duties

The Headteacher and senior staff will:

- ensure they are aware of the school's statutory duties in relation to equality legislation
- initiate and oversee the development and regular review of equality policies and procedures
- consult students, staff, parents/carers and other stakeholders in the development and review of the policies where appropriate
- ensure the effective communication of the policies to all students, staff and parents/carers
- ensure that staff are trained as necessary to carry out the policies
- hold line managers accountable for effective policy implementation
- act as appropriate role models for all staff and students
- highlight good practice and promote it throughout the school and wider community
- ensure a consistent response to incidents
- ensure quality assurance procedures include scrutiny of equality issues
- ensure the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- ensure the school's publicity materials present appropriate and positive messages about diversity
- ensure the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy
- ensure that performance is assessed in relation to equality issues and take action as appropriate
- ensure that curriculum planning, teaching and learning methods, classroom organisation, assessment procedures and educational trips and visits take account of the need to promote equality

Staff with specific responsibilities will:

- deal with incidents of discrimination or harassment

- respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- implement the Equality Scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- contribute to managing the implementation of the Equality Scheme

All staff are responsible for:

- challenging inappropriate behaviour by students, staff, parents/carers and visitors
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy
- keeping up to date with the law on equality and undertaking relevant training as appropriate
- ensuring lesson content, resources and published materials demonstrate sensitivity to issues of equality
- contributing to consultation and reviews as appropriate
- behaving respectfully and with fairness to all colleagues, students, parents/carers and visitors
- providing a consistent response to incidents

All students will undertake to:

- respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion, age or ability
- treat all members of the wider community with courtesy, respect and consideration, acting as ambassadors for the school
- make a positive contribution to the ongoing success and development of the school
- report any incidents of bullying or harassment and support students who are suffering from discrimination in any way
- challenge discrimination and bullying

All parents/carers will undertake to:

- respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion, age or ability
- ensure their child/ren understand/s the expectations of being a responsible member of the community and respect/s the school's rules
- take part in consultation processes to aid school development
- attend consultation evenings and other events organised to help support their child/ren's progress, working with the school to achieve the best possible outcomes

5 Engagement

5.1 Participation and involvement

Our school is committed to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We involve staff, students, parents and other stakeholders in the development of this scheme.

5.2 Mechanisms used to involve and consult

- updates via email, newsletters, the school website and feedback from Governing Body meetings
- discussion via parental focus groups and regular Parent Forum meetings
- feedback from Parents' Consultation Evenings, Information Evenings and other events
- creation of specialist groups or individual consultation with students and parents in order to review practice or formulate action plans for students
- consultation with key staff, including Heads of Year, INCo and appropriate support staff e.g. Learning Mentors

6 Reporting

Information collected will be used to:

- report to the Governing Body or appropriate Governors' Committees as appropriate
- produce summative reports to the Governing Body
- analyse outcomes for students with Protected Characteristics
- take into account decisions regarding staffing, curriculum and premises development
- form part of the review of school improvement plans and SEFs
- contribute to the formulation of new school improvement plans and SEFs
- inform the review and implementation of new intervention strategies

7 Ashlyns School Equality Objectives

7.1 Achievements to date

The school has successfully addressed several issues regarding the integration of students with specific physical, medical and emotional requirements. This has been achieved through changes to the physical environment, cross curricular work, PSHE, assemblies, use of counsellors and external agencies, care plans and intervention plans.

Specific actions include:

- the involvement of staff, students, Governors and parents/carers to ascertain their views on school improvement
- individual consultation with students to identify helpful and reasonable adjustments
- liaison with specialist teams eg HertsforLearning, CAMHS, SEN advisory teams
- raising awareness of 'Protected Characteristics' through the PSHE, assembly and tutorial programmes
- modifying timetables to aid access to learning
- personalising learning to improve access to students with disabilities
- reviewing the Accessibility Plan
- training for all teaching staff and TAs on strategies to support students with SEND
- improving access to educational trips and visits so that students with disabilities and students on low income can take part
- modification of the school building to support students with specific educational, physical or emotional needs
- sign language classes for 6th Form students and staff
- deliver sessions on Paralympic Games
- evaluate and extend our support for staff and student well-being including mental health
- reinforce and develop students' resilience

- enable students to access support when faced with difficulties or prejudice
- continue to develop an acceptance of others' individual differences
- continue to track the progress of vulnerable groups and target funding (e.g. Pupil Premium grant) to combat the effects of economic disadvantage
- continue to advance the equality of opportunities across different groups

7.2 Equality objectives

In deciding on the actions in 7.1 (above), we considered the overriding aim of Inclusion. We want our students to be empowered and have the ability to identify and respond appropriately to any form of discrimination or prejudice that they may experience in or out of school. This is not just focused on Protected Characteristics but extends to all members of the school community.