



EQUALITY, DIVERSITY, INCLUSION AND COMMUNITY COHESION POLICY

Status	Statutory	Date created	March 2009
Any other statutory names for this policy (where applicable)		Date first approved	March 2009
Responsibility for this policy (job title)	Assistant Headteacher	Date last reviewed	June 2022
Governors' Committee with responsibility for its review	Teaching & Learning	Frequency of review	Every four years with action plan after 2 years
Tick here if Bucks Policy attached in its entirety		To be put on the school website?	Yes
Approval necessary	Whole Governing Body		

1. Introduction

At Aylesbury High School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

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

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Aylesbury High School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs

2. Our school ethos and values

Our philosophy values the individual needs of our students & staff. We aim to ensure that the school promotes the individuality of all our students and staff, irrespective of age, gender reassignment, marriage or civil partnership, pregnancy and maternity, disability, race, religion or belief, sex, sexual orientation. We are committed to giving all our students and staff every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying, harassment or prejudice of any kind. We actively tackle discrimination and promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is, taken by all staff, where necessary to redress the balance of inequality that may exist. In recruiting staff, our policy is equally inclusive.

Within the context of the school, we aim to have a positive impact on individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

In our school, we are proud of the diversity of the student and staff populations and mindful of the range of races, religions, genders, disabilities, sexual orientations and ages represented by our community.

Due to the nature of our school we are particularly conscious of challenging sexist assumptions or stereotypes and empowering our students to take risks and compete as equals in today's world.

This policy relates to all those associated with the school: students, staff, governors, parents/carers and visitors.

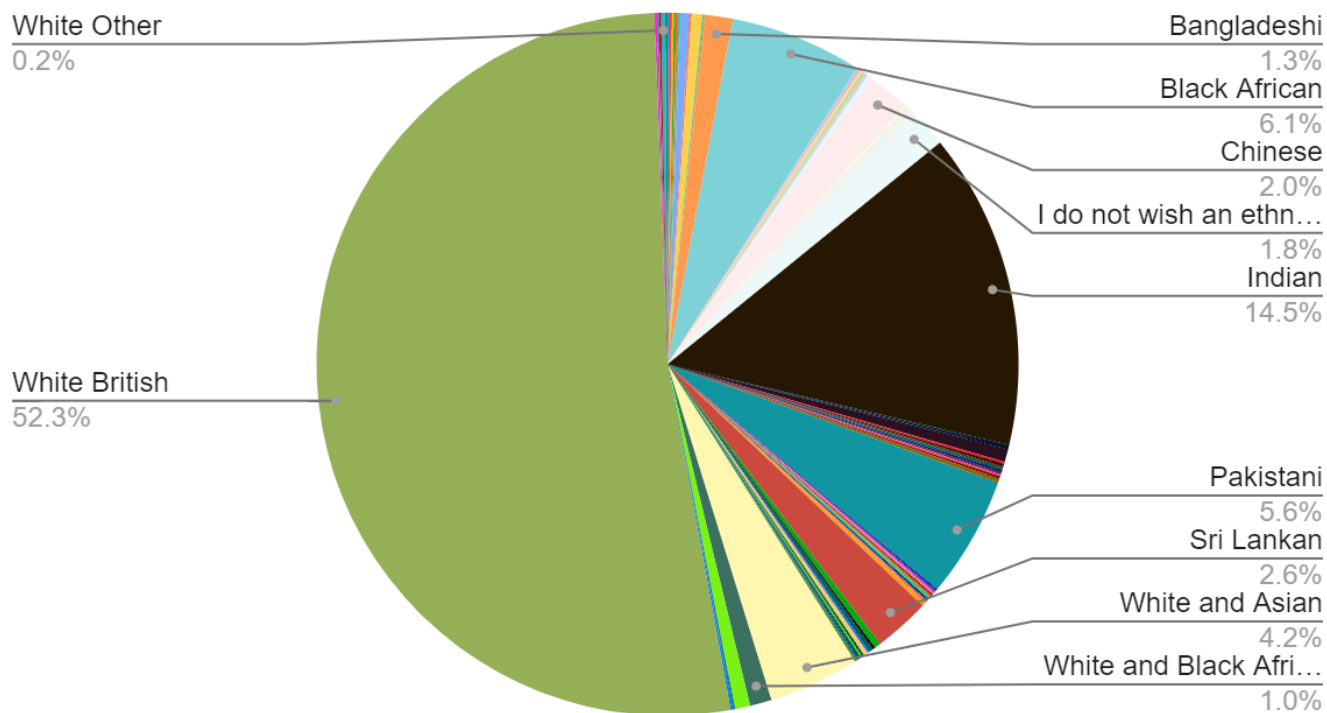
3. Our school profile

Aylesbury High School has 1308 students on roll in 2021-22. We have a wide catchment area, including students from Hertfordshire, Oxfordshire, Bedfordshire and Milton Keynes, as well as Aylesbury and surrounding villages.

3.1 Ethnicity

In terms of ethnicity our 2021 student survey showed the following:

Count



The most common ethnic groups were:

52.3 %	White British
14.6 %	Indian
6.1%	Black African
5.6%	Pakistani

We analyse our Year 7 intake each year. Percentage of White British Students is falling.

Year	2016	2017	2018	2019	2020	2021	2022
No of WB students	111	96	74	82	80	58	60
% of intake	60.33%	53.33%	40.66%	45.56%	44.44%	32.22%	33.33%

We have a more diverse student body than shown in the 2011 census for Buckinghamshire (86.4% WB) and the UK, where the average percentage of WB children in UK secondary schools in 2021 was 68%

Ethnic groups represented among our whole staff as of May 2022

White British	162	67%
Not recorded	36	15%
Other white background	20	8%
Asian or Asian British, Pakistani	4	1.7%
Asian or Asian British, Indian	3	1.3%
Black or Black British, African	2	0.8%
Chinese	2	0.8%
White Irish	2	0.8%
Mixed, any other mixed background	2	0.8%
Asian or Asian British, Any other Asian	1	0.4%
Black or Black British, Caribbean	1	0.4%
Mixed white & Asian	1	0.4%
Mixed, White and Black African	1	0.4%
Mixed, White and Black Caribbean	1	0.4%
Any other ethnic background	1	0.4%
TOTAL (this includes cleaning staff, peris and coaches)	239	

3.2 Religion

We do not record current staff religion. Religious groups represented among our students as of May 2022

Christian	541
Hindu	227
Muslim	143
Buddhist	18
Sikh	15
Jewish	5
Other	10

3.3 Gender and sexual orientation

As a girls' school all of our students were assigned female at birth, but not all of our students identify as female.

We currently have the following **gender** breakdown among our staff:

	Female	Male
Teaching Staff	64	25
Non Teaching Staff	112	39

We have many students and staff who identify as LGBTQ+ and very good attendance at our weekly Spectrum meeting.

3.4 Disability

We do not currently record disability, but we will be starting to do so. We have both students and staff with physical disabilities and hidden disabilities.

3.5 Disadvantage

	School Number (Percentage)	National %
Free School Meals	38 (3%)	20.8% in 2021
PP	73 (6%)	
EHCP	3 (0.23%) And 4 under assessment	3.7% in 2021

4. Fulfilling our public sector equality duty

4.1 How we eliminate discrimination, harassment, and victimisation:

Aylesbury High School does not tolerate direct or indirect discrimination, harassment, or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Please see our [Anti Bullying Strategy](#) which includes the procedure for staff to follow.
- The Grievance policy/ies outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

4.2 How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by relevant protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions, and exclusions

And within our staff population in terms of:

- Recruitment, retention, training, and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities.

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

- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

4.3 How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- Our ID group are proactive in keeping inclusion and diversity as a key priority for our school.
- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team

- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

5. Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity, and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation, and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity, and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity, and Inclusion Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity, and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing, and celebrating diversity
- Challenging stereotypes and prejudices

6. Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty, the school will collect equality information on students and staff. We are committed to using this information with a view to analysing the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention, and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives.

Our equality objectives will also take into account national and local priorities and issues as appropriate. They are devised in consultation with our student Inclusion and Diversity group (ID) and school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2

7. Equality Impact Assessments

All school policies will be regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices, and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 3

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> ● they have a particular protected characteristic ● someone thinks they have that protected characteristic (discrimination by perception) ● they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman, or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing, or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs, or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs, or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> ● changing provisions, criteria, or practices ● changing or removing a physical feature or providing a reasonable alternative way to avoid that feature ● providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none">● making a claim or complaint of discrimination● helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan

Equality Objectives 2022-24

This is a 3 year vision, which will be developed through our yearly ID action plan.

Strategy	Why?	Actions	Who?	By When?
Embed the training we have had from Equaliteach and Show Racism The Red Card to further strengthen our fight against prejudice	Embed and strengthen progress in 2020-2022. Address areas still identified as needing action	<ul style="list-style-type: none"> ● Produce a procedure for dealing with prejudiced incidents and ensure that this is clearly communicated and used by all staff. ● Create and promote a new student friendly anti-bullying strategy to include prejudice-related incidents ● Develop our monitoring of protected characteristics in our data analysis and add any necessary actions to our action plan ● Ensure that our equality duty is clearly signposted in any relevant policies 	HEQ ID group LT and governors	June 2022 May 2022 May 2023
Ensure our school environment supports inclusion	Clear need with staff and students identified	<ul style="list-style-type: none"> ● Complete changes to toilet signs ● Install wudu facilities in next toilet refurbishment ● Make necessary improvements to support disabled members of our community 	Facilities	Sept 2022 Sept 2023 Sept 2023
Focus on ensuring that our School community with disabilities, including hidden disabilities feel included	Ensure the inclusion agenda addresses all groups	<ul style="list-style-type: none"> ● Audit curriculum and look for opportunities to include more positive role models ● Continue to educate on hidden disabilities at our fortnightly BSL club 	ID group and STLs	Sept 2023

Equality Objectives 2020-22

Strategy	Actions	Impact
Teach inclusion and identify and prevent racism and prejudice in all its forms	<ul style="list-style-type: none"> ● Ensure equality of access for all students and prepare them for life in a diverse society ● Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures ● Promote attitudes and values that will challenge discriminatory behaviour ● Provide opportunities for students to identify shared interests among members of different social groups and categories ● Develop students' awareness so that they can detect bias and challenge discrimination 	<p>Participation in enrichment has seen significant increase in different ethnic groups and moving towards parity. Changes to club activities allows shared interests to be identified</p> <p>Destination data indicates that all students are prepared for life in a diverse society</p> <p>Celebrations are more inclusive this year (Eid, Diwali, Lunar New Year, Hanukkah, Diversity week plus Pride parade in its second year)</p> <p>All staff are now aware of terminology and how to challenge discriminatory behaviour and this is reflected in behaviour matrix for students.</p> <p>L4L curriculum has addressed this and incidents are reported showing that this has developed awareness and processes</p>
Enhance the curriculum to ensure that it is representative of our school diversity	<ul style="list-style-type: none"> ● Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups ● Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping ● Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate 	<p>An action plan was developed and this included an audit by staff and students : what we already do, what we could do and then a comment about what has actually happened</p> <p>This was last reviewed in January 2022 by students and responded to by staff in April.</p> <p>Significant progress has been made across many subjects including display areas that are commented on by interviewees</p> <p>This has been a real success in the past two years with regards to race and ethnicity</p>
Trans Inclusive School	<ul style="list-style-type: none"> ● As a Stonewall Champion School train staff effectively using the toolkit provided ● Ensure staff are aware of the correct terminology ● Consider our facilities such as bathroom use, changing, residential trips and uniform/dress code ● Respect names and pronouns ● Ensure transphobic bullying, and ways to stop it, are part of our L4L programme 	<p>Pride parade in second year and well supported</p> <p>Chosen names adopted for several students</p> <p>Toilet facilities currently being re-signed</p> <p>Equaliteach training has improved staff awareness</p> <p>Names and pronouns work for all registers and now need to be moved across to the new system (Edulink). Positive feedback from students</p> <p>Use of 'students' and other gender neutral terms more established</p>

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	