



Equality and Diversity Policy

Adopted:	March 2016
Review Date:	February 2016
Responsible for Review:	Headteacher
Committee for Review:	Care and Achievement
Frequency of Review:	1 Year
Statutory:	Yes

Aims and Values

Bungay High School is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, co-operation 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 of worth to all its members. We are a school that provides students with an awareness of the global dimension and a respect for other cultures, as well as fostering integrity, fairness and respect.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation.

At Bungay High 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, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

At the start of the academic year 2015/2016:

- 49.6% of the student population are female and 50.4% male
- 66% of the school staff are female and 34% are male
- 0% of the student population is physically disabled
- 18.76% of students in Years 9-11 receive SEN provision, of which 2.8% have statements
- 5.9% of the school population come from minority ethnic groups
- 2.4% of the school population speak English as an additional language
- 8.5% of the student population are in receipt of free school meals
- 18.8% of the student population are Pupil Premium

This policy is written in the context of:

- The National Curriculum 2000
- The Race Relations (Amendment) Act 2000
- Part 5A of The Disability Discrimination Act (DDA)2005
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- National Healthy Schools Programme 1999
- The Equality Act 2010
- Schools Admissions Code 2009

Students' Attainment and Progress

This school expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The Quality of Provision – Teaching and Learning

All staff ensure the classroom is an inclusive environment in which students feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalized. We take account of students' experiences and starting points and are responsive to students' different learning styles. All students are regularly consulted about their learning.

Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and SEN. Our teaching styles include collaborative learning. All students will be encouraged to question, discuss and collaborate in problem solving tasks. Students will be encouraged to be a resource for their peers.

Staff encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The Quality of Provision – Curriculum and Other Activities

This school provides an appropriate curriculum for students of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All students participate in the mainstream curriculum of the school. The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:



- boys and girls
- students learning English as an additional language
- students from minority ethnic groups, including Gypsies and Travellers
- students who are gifted and talented
- students with special educational needs
- students with a disability
- students who are in public care
- students who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students. The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture.

The Quality of Provision – Guidance and Support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller and Gypsy students, refugees and asylum seekers' children. The school provides appropriate support for students learning English as an additional language and students are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.



This school expects high standards of behaviour from all students, appropriate for their developmental level. We have procedures for disciplining students and managing behaviour that are fair and applied equally to all.

All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with the school's policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all students.

We monitor exclusions by gender, ethnicity and special educational need and socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of students. This school will take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have.

Students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents in accessible formats such as relevant community languages and large print. There are strategies to reintegrate long-term non-attenders and excluded students, which address the needs of all students.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a student's disability. We make provision for leave of absence for religious observance for staff as well as students.



We monitor attendance by gender, ethnicity and special educational need. Socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of students. The school will fully support students with long-term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full-time attendance of Traveller and Gypsy students.

Partnership with Students, Parents, Carers and the Wider Community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community.

Information and meetings for parents are made accessible for all.

Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under-represented groups in areas of employment e.g. through work experience placements. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Steps are taken to ensure the school's admission process is fair and equitable to all students, including short-stay Traveller, Gypsy and refugee students and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We will admit students with already identified special educational needs. Students with Education Healthcare Plans

will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other students.

Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc., is included in admissions forms OR gathered at admissions interviews.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and guidelines. We will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination. Resources and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethics of the school.

Linguistic Diversity

We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society. We look for opportunities to use languages to enrich the curricular experience of all our students and we draw upon the expertise of our school community whenever possible.

We recognise the positive role home and first languages have to play in the development of English language learning and in students' cognitive development. Bilingual students are encouraged to use their home or first language in school, and wherever possible, we offer bilingual support for students who are in the earlier stages of learning English.