

Seaford Head School

Achieving Excellence Together



Equality and Diversity Policy

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1. Framework

At Seaford Head School we endeavour to provide every student with the support and opportunities needed to enable them to reach their challenging targets and to fulfil their potential.

Governors Committee Responsible for the Policy:	Full Governing Body
Date Approved:	January 2022
Recommended Review Period:	4 years
Date for Review:	Jan 2026
Leadership Team Role Responsible for the Operation of the Policy:	Assistant Headteacher i/c Steyne Site and Arundel Site, Sixth form

2. Introduction

2.1 Why we have developed this Equality and Diversity Policy

This Policy was developed and written by a working party. This policy is for Seaford Head School and Sixth Form, it brings together all previous policies schemes and action plans around equality and diversity including those previously available for Race, Gender and Disability. It includes all the protected characteristics covered under the Equalities Act 2010 as well as other aspects which have the potential to discriminate against or devalue any individuals within our community. We are committed to the development of a cohesive communities both within our schools physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's education and health and wellbeing outcomes, and notes the rights set out in the UN convention on the rights of the child.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Foster good relationships between groups and to promote community cohesion
- Advance equality of opportunity and
- Eliminate discrimination, harassment and victimization.

This policy will be monitored annually, its impact measured against identified outcomes.

2.2 Our School within the Wider Context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the background of the members of our school community and the attainment and wellbeing of our students and groups of students. We use this data to plan improvements that will benefit our school community.

**Data from Census Autumn 2021
Ethnicity Data**

Data from census		
Students on Roll 1395		
Girls 678 Boys 717		
Ethnicity	Number	%
Mixed	70	5
Asian	38	2.7
Black	12	0.9
Other ethnic background	8	0.6
White British	1,192	85.4
Any other white background	45	3.2
Not known	30	2.2

Students on Roll (Autumn 2021)	1,395	
	Number	%
Non Free School Meals	1,225	88
Free School Meals	170	12
Non SEN	1244	89
All SEN	151	11
EHCP	25	2
SEN Support	126	9

The school uses a range of data including: FFT, attendance data, 4matrix, Progress Teaching, the Census and the school behaviour data analysis to develop action plans and objectives. The student council and student surveys provide support to develop the schools work on equality issues.

2.3 Our Visions Statement about Equality

Seaford Head School and Sixth Form seeks to foster warm, welcoming and respectful culture, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and promote equality and work and learn in a safe environment. As a community we celebrate our similarities and differences.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access to learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

2.4 Overall aims of our Equality and Diversity Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and have seek to involve the whole school community in order to ensure better outcomes for all. We aim:

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, sexual orientation, abilities and ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a student, prospective student or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity.

3. Our Approach

3.1 Introduction

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- **Shared Humanity:** Underlying our diversity lays commonality and shared values, aspirations and needs. We value our fundamental similarities and universality
- **Valuing Difference and Diversity:** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, Interaction and Influence:** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social Cohesion** within our school and within our local community

- **Excellence:** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and Cultural Identity:** We will provide opportunities to explore and value the complexity of our personal, gender and cultural identities
- **Fairness and Social Justice:** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society
- **To promote accessibility** to the schools facilities and services.

Seaford Head School believes in 'Achieving Excellence Together'. We believe that every child matters and all staff are committed to delivering high quality lessons, every day, for every child, to ensure every individual child achieves his/her very best.

3.2 Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice; Provide opportunities for students to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

3.3 Support for students

At Seaford Head School we provide an excellent standard of pastoral care through the Directors of Learning, Student Services and Teaching Assistants.

- All Directors of Learning are aware of mentoring programmes and promote associated activities and events amongst the student population.
- The school provides support and guidance for LGBT? Students both in the PSHE curriculum, Safe Spaces and through partnership work with Stonewall and Allsorts, who have provided training for staff to support students in school.
- Directors of learning are proactive in identifying vulnerable students who can access support in school via the Mental Health First Aiders, Listening service, Youth Counselling Service and Mentoring. Outside services that provide support including Allsorts and Time to Talk.

- The school uses the findings of student surveys and school student council to shape the pastoral support.

3.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. The arrangements for the admission of children to this school at age 11+ are in the schools admissions policy and guidance.

<https://www.seafordhead.org/policies>

3.5 Exclusions

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

<https://www.seafordhead.org/policies>

3.6 Religious observance

We respect the religious beliefs and practice of all staff, students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

3.7 Hiring out our premises

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school values and Equality policy will not be permitted to hire rooms or use our grounds.

4. Our Staff

4.1 Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics (gender, trans-sexual status, race, disability, sexual orientation, religion or belief, or age) With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators. We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

We recognise that prejudice-driven harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference [real or perceived] and linked to, for example, racism, homophobia, ageism, sexism, gender identification. We will take action to prevent, challenge and eliminate any such behaviour.

4.2 The Roles and Responsibilities

Our Headteacher will:

- ensure that staff, parents/carers, students, visitors and contractors are engaged in the development of and informed about the Equality and Diversity Policy
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body, at least annually, on the effectiveness of the policy. And publish this information
- ensure that the Senior Leadership team [SLT] is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- designate a governor with specific responsibility for the Equality and Diversity Policy
- ensure that the action plans arising from the policy are part of the School Improvement Plan [SIP]
- support the Headteacher in implementing any actions necessary
- engage with parent/ carers and partner agencies about the policy
- evaluate and review this policy annually and the objectives every 3 years
- ensure race incidents are recorded and a report sent to ESCC every year
- recognise and carry out their responsibilities to eliminate discrimination and promote equality.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- with the Head Teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our students will:

- be involved in the ongoing development of the policy and will understand how it relates to them, appropriate to age and ability

- be expected to act in accordance with the policy
- be encouraged to actively support the policy through participation in a number of student leadership groups.

Our Parents/Carers will:

- be given accessible opportunities to become involved in the ongoing development of the policy.
- have access to the policy through a range of different media appropriate to their requirements.
- be encouraged to actively support the policy through Parental Consultation Evenings/ Staff accessibility via email/ Surgeries: Director of Learning
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the ongoing development of the policy
- be fully aware of the Equality and Diversity Policy and how it relates to them
- have opportunities to contribute through: Surveys/Department /Team Meetings/ Performance Management Review Meetings
- understand that this is a whole school issue and support the Equality and Diversity Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Policy,
- be encouraged to support the Policy,
- be encouraged to attend any relevant meetings and activities related to the Policy

The development of this policy has involved the whole of our school community. We have discussed it with them and listened to what they have to say, including:

We focus on minority, marginalised and potentially vulnerable groups at Seaford Head School. The school has a coordinated PSHE programme for all year groups and has included targeted sessions for identified vulnerable students. In addition, the school has access to all available local authority organisations.

Seaford Head School has close links with partners to ensure that students with low levels of literacy or English, as an additional language, are fully included into the school's community. The school runs withdrawal and extra literacy groups. Furthermore, there is TA support in tutor time and in subject lessons for students with Special Educational Needs.

We use this tool as a common sense measure to determine whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group/s [either positively or negatively]. It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that positive duties are promoted equally. It is a way to ensure that we meet the diverse needs of our students and staff and that diversity, equality and inclusion run through all areas of school life.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OFSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying, including those relating to racism, homophobia, disability and gender.

A Self-Evaluation Framework [SEF] is completed annually which means we are constantly monitoring the make-up and needs of our staff and students – and assessing how well we are meeting those needs.

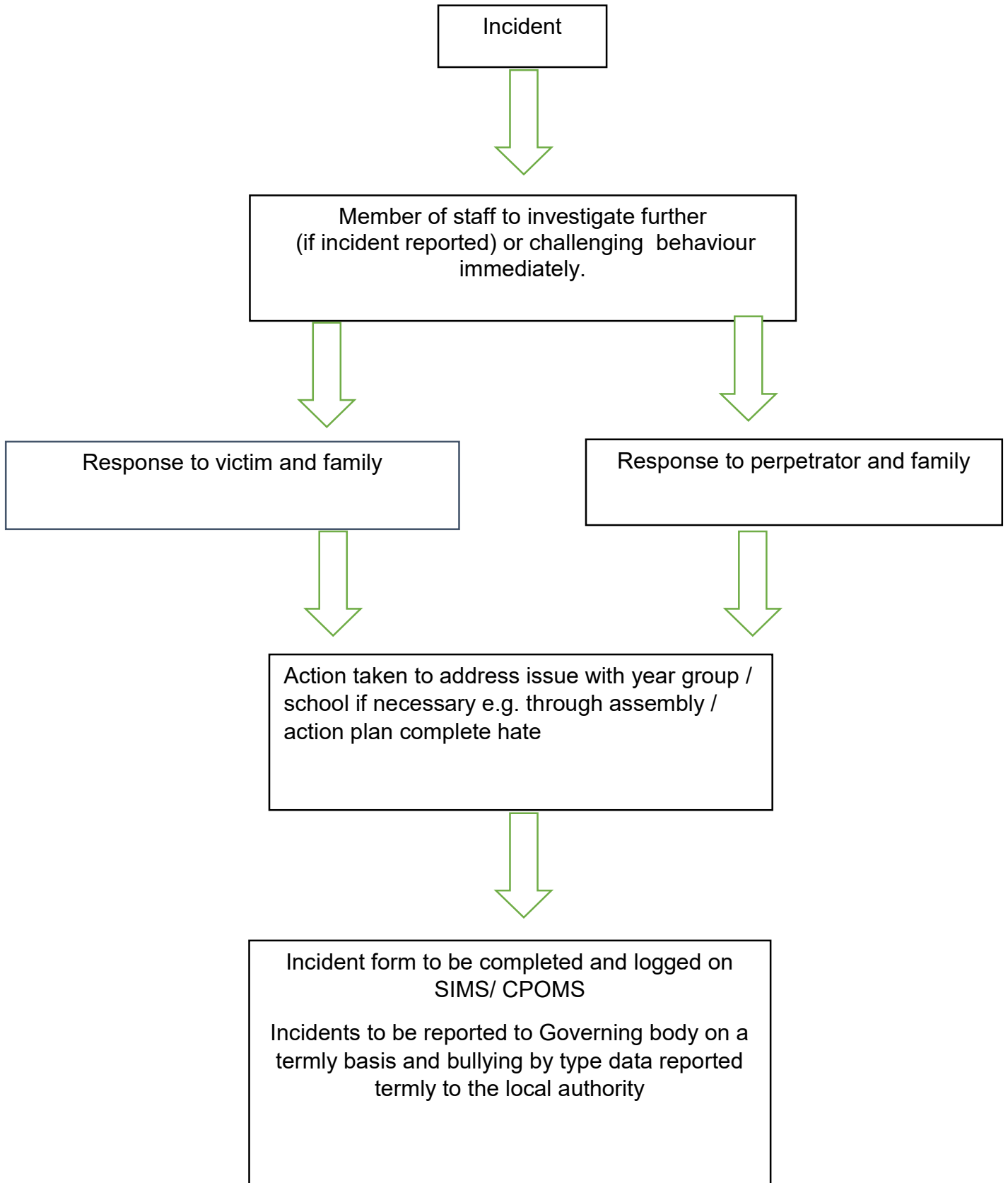
We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

We have established good links with our local and our wider community. We welcome them into our school. From them we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

5. Reporting, Recording and Responding

5.1 Reporting, recording and responding to prejudice based bullying and incident

Our Anti-bullying policy outlines how we define and act to prevent bullying of all forms and types.



7. Our Equality Objectives

In line with our statutory duties we publish annually equality information. We publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

1. To improve the attendance of protected groups, including those in receipt of the Pupil Premium.
2. To increase the percentage of Protected groups (e.g. BAME students) reporting that they enjoy learning at school
3. To increase the percentage of all groups reporting that they feel safe at school.
4. To increase the percentage of all groups reporting that they belong at this school.
5. To ensure students and staff understand and can use different pronouns for student and staff who do not have an assigned he/she gender.
6. To reduce incidences of hate crime.
7. To only use fixed term exclusions if other options have failed.

All staff have a role to play in ensuring that these objectives are embedded in what we do every day to create a welcoming and inclusive school.

8. Monitoring and Reviewing

Monitoring is the responsibility of the Senior Leadership Team and the link governor and will take place annually. The scheme will be reviewed every three years.

Every year the Senior Leadership Team will evaluate the policy and amend the Action Plan. This plan will then be reviewed and scrutinised and ratified by the Governors. The Policy and the Action Plan will be placed on the school's website and there will be a forum open to parents, as well as an opportunity at the Parents Focus Group for discussions.

Links

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>
<https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory guidance on supporting pupils at school with medical conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

<https://czone.eastsussex.gov.uk/media/1990/transgender-toolkit.pdf>

<https://www.nasuwt.org.uk/uploads/assets/uploaded/085066bb-c224-40de-b79e2a1358801ee9.pdf>

Other school policies can be found on the school website

<https://www.seafordhead.org/policies>

Seaford Head School

Achieving Excellence Together



Accessibility Action Plan

Adopted Jan 2022

Review date Jan 2025

Definition of Special Educational Needs and Disability

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial, adverse, long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special Educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Our Philosophy

The whole school community constantly works toward developing a welcoming environment for all students including those with SEND and Disabilities. We strive to include all students where possible in all aspects of school life as Seaford Head School believes that inclusion enriches all.

We believe that:

- All students have an entitlement to a broad and balanced curriculum.
- All students should be encouraged, valued and accepted whatever their individual need.
- The classroom teacher has primary responsibility for providing all students with access to the curriculum.

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to

disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual Information

Seaford Head School is a large mainstream secondary school which caters for children in Years 7-13. The school has a range of equipment already in place which supports accessibility for our disabled students, these include: lifts, ramps, a hygiene suite, chair lifts, hoists and Evac chairs at various points throughout the 3 school sites.

The main entrances to both sites have level access however access to other areas of the Arundel road and sixth form sites contain steps with an assisted lift.

Currently (2022), the school has 1 student who is in a wheelchair users on roll and therefore, in our daily care.

Current Range of known disabilities

The school currently caters for a range of SEND including the following complex needs (the list is not exhaustive):

- Cerebral Palsy
- Complex Physical Disabilities
- Chromosome disorders leading to moderate/severe complex needs
- Visual Impairment
- Hearing Impairment
- Spina Bifida
- Ehlers Danlos Syndromes
- Muscular Dystrophy
- Other long term Medical needs such as brain injury.

Seaford Head School has adopted this accessibility plan in line with the school's **Special Educational Needs and Disability (SEND) Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's SEND Information Report and shall be published on the school's website.

Our **SEND Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **SEND Policy and Information report** for an outline of our full provision to support pupils with SEND.

Increasing access for disabled pupils to the school curriculum. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all students. We aim to meet every child's needs within inclusive classes where at all possible.

It is a core value of the school that all students are enabled to participate fully in the broader life of the school. Consequently, we strive to enable all students to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Duty Addressed Target	Action	Responsibility	Timescale	Success Criteria
Access to Premises Toilet and changing facilities	Gender neutral toilets are in use on all sites Changing facilities offer a gender neutral space	SLT	2022	All students feel safe and able to use the facilities in school.
Medical needs	Review medical conditions and ensure staff are trained to support effectively	SENDCo/ Deputy SENDCo	Summer term 2020	Students IHCPs reflect their needs.
Attitudes	All staff to understand and promote positive attitudes to disabilities and SEND	SENDCo/ Deputy SENDCo	ongoing	All staff aware of SEND student needs and can demonstrate QFT to meet needs.
Promote positive attitudes to differences	Staff induction policy to include to training and understanding on unconscious bias and Conscious Inclusion.	AHT JWH	In place for September 2022	Staff induction ensures all staff are aware of unconscious bias and school objectives towards inclusivity.
Access to wider curriculum School trips to ensure they have taken into account the physical needs of All students	To review current accessibility of school trips on offer	Trip leads	2021/22	No students excluded form trips
Evacuation procedures	Review procedures with students and staff Use of evac chair	16 Inclusion/ Premises		Key Staff are confident using the Evac chair to support student's physical needs in case of an emergency.

Access to Curriculum Use of ICT	ICT use and accessibility Computer readers for exams. Use of Laptops in lessons.	Inclusion /SLT		All students feel supported in their learning and not excluded due to their disabilities and differences.
PE	Review accessibility of PE for disabled and trans-gender ASD students	Head of PE		
Learning environment	Displays and check list of displays promote all groups	PSHE lead		
Wider community	To promote inclusion at Seaford Head through social media Opportunities for wider community to participate in the life of the school	SLT /social Media/ IT	2021/22	Seaford Head is known for having inclusive practice.
Survey of students	To assess student voice progress towards on equality objectives	DOLs	Autumn term 2020	School policy and provision meets student population to ensure all students feel valued in school and the wider community.
Student involvement	To create a student friendly equality and diversity policy	School council	End of term 6 2022	Students are able to understand and participate in creating an inclusive school environment.

Accessibility Action Plan created 2022

This plan will be monitored and evaluated over next 2 years to ensure it covers all areas of accessibility needed in the school

