



Highsted Grammar School

Equality and Diversity Policy



EQUALITY AND DIVERSITY POLICY

Highsted Grammar School is committed to ensuring equal opportunities for all in the school community, whatever their gender, race, disability, colour, ethnicity, religion or belief, marital status, social background or sexual orientation. No form of discrimination, intimidation, bullying or harassment will be tolerated. Respect for all and tolerance of difference are central to the ethos of this community and the school will work to ensure that equality underpins its development. In addition, we welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

We believe that each individual in our community should have the opportunity to achieve her (or his) full potential and should be valued by all other members of the community. If a pupil is to experience a rich educational experience, it will be necessary to enable exposure to a wide range of cultural experiences and opportunities. Our assembly programmes (including external visitors) and Education for Life curriculum places particular emphasis on ensuring such breadth of experience.

This policy is written to comply with the 2010 Equality Act. Highsted Grammar School is committed to equal treatment for all, regardless of an individual's age, race, gender, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. The policy should be read in conjunction with all other school policies.

1. AIMS

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), [which](#) introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), [which](#) require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.



3. ROLES AND

RESPONSIBILITIES Teachers will:

Ensure that in planning their delivery of the curriculum, teaching staff at Highsted Grammar School should consider how their teaching will contribute to the school's promotion of equality and diversity.

It is the intention of Highsted Grammar School to ensure that, wherever possible, all activities offered and resources made available are open equally to all pupils.

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is D Adeyinka. They will:

Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this

document Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives among staff and pupils

Monitor success in achieving the objectives and report back to governors

The designated equality member of staff is F Tiernan-Powell. They will:

Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

Meet with the equality link governor every term to raise and discuss any issues

Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives

4. ELIMINATION DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.



New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

A successful equal opportunities policy requires strong and positive support from staff, pupils, parents and guardians, and full acceptance of the school's ethos of tolerance and respect. Harassment in all its forms is unlawful and unacceptable; our behaviour and antibullying policies contain clear procedures for dealing with unlawful discrimination. Highsted Grammar School takes its responsibilities under the 2010 Equality Act extremely seriously. In the event of any breach of this policy, any member of the community should inform the Headteacher or Designated Safeguarding Lead as soon as possible so that appropriate action can be taken.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Highsted Grammar School is committed to developing as a community in which all experience equal opportunities. The principles described here apply to staff recruitment, promotion and training.

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Relationship and Sex Education (RSE) and personal, social, health and economic (PSHE) education, but also activities in other



curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Meeting religious, dietary, language or cultural needs:

Highsted Grammar School is committed to, and experienced in, meeting the requirements of pupils with particular religious, dietary, language or cultural needs. In practice this might mean that a pupil has dietary requirements which the canteen would accommodate through provision of alternative

menu choices. If any pupil, parent or member of staff recognises or anticipates such a need, it should be drawn to the attention of the school, which will gather information and make or supervise arrangements as necessary. In the event that a pupil absence is necessitated by cultural or religious holidays, parents should notify the Headteacher that such absence is required in writing, as with any request for absence.

Religious Observance:

The School welcomes children and staff from all religious backgrounds, and none, and seeks to develop in each child an awareness of the spiritual dimension of life. Admissions are equally open to pupils of any faith, and none. Collective acts of worship are largely Christian. While children learn about a variety of different religious traditions through various curricular subjects, the festivals and ceremonies celebrated are those of the Christian tradition. Parents who wish their children to be



excused from participation in acts of worship, or pupils who wish to be excused, are welcome to contact the Headteacher.

8. MONITORING ARRANGEMENTS

Highsted Grammar School will monitor its equal opportunities policy regularly and will present reports to the governors in order to ensure its effectiveness. As part of that process, we invite all parents of candidates for entrance, together with all parents who accept places at the school for their child to complete an ethnic monitoring form. (The form uses the same ethnic categories as the Government uses in the national census).

All staff working with pupils, in accordance with the school's aims and ethos, are reminded to make use of assemblies, discussions and activities in and beyond the curriculum to:

- Promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Promote an acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- Promote the understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Ensure all pupils and staff – including lesbian, gay bisexual and trans people – are accepted without exception

Departments and Year teams monitor their practices in the areas of equal opportunities and compile examples of topics, texts and activities which have had a positive effect in promoting diversity and equal opportunities. The Senior Leadership Group will review the findings from Quality Assurance and disseminate best practice through the School.

The governing board / D Adeyinka will update the equality information we publish at least every year.

This document will be reviewed by the governing board / D Adeyinka at least every 4 years.

This document will be approved by the governing board / D Adeyinka and the Headteacher.

9. SEN AND DISABILITY

Highsted Grammar School aims to ensure that pupils with identified learning needs and disability have equal access to every aspect of school life and to all activities offered. Teachers practice differentiation and other appropriate strategies, under the guidance of the SEND Manager, to enable all pupils to access the curriculum.



10. ADMISSIONS

We aim to be as inclusive as possible in our admissions process and welcome applications from pupils with special needs and disabilities; we refer parents to our policy covering Special Educational Needs and Disability (SEND). Highsted Grammar School celebrates diversity and recognises that the entire community is enriched by the various languages, customs, cultures and religious beliefs of pupils, parents and staff; all who wish to do so are encouraged to share their experiences of other languages, customs and cultures

11. LINKS WITH OTHER POLICIES

This document links to the following policies:

Accessibility plan

Risk assessment

Safeguarding policy

POLICY REVIEW DATE

Approved by:	Governing Body	Date: October 2023
Last reviewed on:	September 2025	
Next review due by:	October 2026	