Equality Policy

Executive Head:	**D Nearney**
Chair of Management Committee:	**D Hughes**
Policy reviewed by:	**R Pieterse (HfL Policy adopted)**
Date Reviewed:	**Summer 2025**
Ratified by:	**Management Committee**
Date:	**02/10/2025**
Frequency of review:	**Annual**
Date for next review:	**Autumn 2026**
This policy follows the model guidance from the latest Herts for Learning Education "Equality Policy".	

Document Control/ Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
001	NEW NHF Policy Reviewed, no changes	05/09/2024 18/09/2025
002		

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The Legal Framework

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

The Act makes it unlawful for the responsible body of a school, in the Education Support Centre's case, the Management Committee, to discriminate against, harass or victimise a student or potential student:

- in relation to admissions
- in the way it provides education for students
- in the way it provides students access to any benefit, facility or service

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The aims of Stevenage Education Support Centre (SESC) and the North Herts Education Support Centre (NHESC) are to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of all different groups, cultures and races

Both Centres will promote these aims through:

- The curriculum
- Student achievement
- Teaching and learning
- Admissions and transfer procedures
- Leadership and management

The Curriculum

Both Centres promote that all subject teaching should take specific action to respond to the learning needs of its students through:

- Creating effective learning environments
- Encouraging students' motivation and concentration
- Allow equal opportunities through teaching approaches
- Selecting appropriate assessment approaches
- Setting targets for learning

All staff will ensure that curriculum content, resources, and classrooms present and value Britain as a culturally diverse society and develop students understanding of the wider world. In so doing they will take care not to present different cultures or groups in stereotyped ways.

Staff will ensure that students will have the opportunity to develop the skills to communicate effectively and to voice and defend their own opinions, taking into account the differences of those around them.
The curriculum will give students and staff the opportunity to learn from different cultures, backgrounds, groups, faiths and beliefs.

Through the curriculum students will have the opportunity to build up their confidence and the skills needed to challenge incidences of prejudice, intolerance and discrimination.

At both Centres, staff will promote the comprehensive review of the curriculum coverage of Black history, to ensure that, at every key stage, Black voices are heard, Black stories are told and Black achievements and contributions to society are celebrated. It is vital that all students have knowledge of the Trans-Atlantic slave trade, Britain's colonial background and how our nations came to be ethnically diverse.

All staff will be supported in reviewing the entire curriculum experience to ensure that there is good representation of Black voices and experiences: in and outside the formal taught curriculum, in each subject area, through trips and visits coverage and the profile of speakers. This will be reflected in all curriculum areas.

At both Centres, we will create a positive LGBTQ+ learning environment by challenging HBT-phobic views, having regular staff training and whole school assemblies such as Pride month, IDAHOBT –*International Day Against Homophobia, Biphobia and Transphobia.* We will embed LBTBQ+ into the overall curriculum, including but not limited to Social Development, PSHE, Health & Social Care, Princes Trust, English, PE, Mentoring and Tutor periods.

We will invite guest speakers to talk to our students and organise coffee mornings/zoom conferences to speak with parents and/or carers about any issues raised.

Student Achievement

Both Centres will collect group and individual data on attainment by ethnicity as directed by Hertfordshire from September 2002.

In the Centres' environment ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement.

Teaching and Learning

Both Centres will ensure that:

- Teaching methods and styles take full account of the needs of student's background experiences
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- Diverse learning styles are catered for
- All students are fully aware that staff have high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst staff and students in which all members of the Centres' community feels valued and safe
- Classrooms and other common space within both the Centres, where work is displayed, present positive and challenging images that are non-stereotyped and reflect the multiethnic, multilingual and multicultural society and world

Admissions and transfer procedures

- As Education Support Centres, our admissions policy is that of the LA. The Centre will provide the LA with appropriate data as necessary for them to monitor the policy.

- The Centres will strive to reflect the ethnic profile of the area it serves. In order to achieve this, the Centres will monitor student applications and admissions by ethnic group.
- As Education Support Centres we are conscious of the vulnerability of our students at times of transfer into and out of school. Appropriate guidance and support are provided for all parents and students in relations to the new environment in which the children learn. We seek to ensure that all our students are nurtured and supported in a safe environment.
- Reintegration strategies are responsive to student's diverse backgrounds. The Centres recognises the right of students to observe their religious/cultural festivals and action is taken to minimise any disruption to the education of students who are absent for this.

Leadership and Management

- The Centres recognises the value of diversity within the Centres' staff and Management Committee and will ensure that its recruitment policy does not discriminate against minority groups.
- A demonstrated commitment to equality will be the criteria for the selection of all new staff.
- The Centres will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Indicators for Success

- All students will have had the opportunity to achieve their full potential.
- Challenging all types of prejudice is addressed across all areas of the curriculum.
- Few students are excluded from the Centre and there are no disparities in rates of exclusion across different groups.
- All members of the Management Committee are fully aware of their responsibilities in relation to their duties under the Act. The Management Committee play an active role in decision making on equality matters.
- Incidents of any type of prejudice or harassment are dealt with promptly, with feedback from students, parents and staff victims showing a high level of satisfaction in the way in which incidents are handled and resolved.
- All staff are valued and able to contribute fully to all aspects of the Centres' work.
- There are few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for students at the Centre and no disparities between the different minority groups.

Monitoring Arrangements

- Monitoring of incidents recorded.
- Feedback from students, parents, carers and staff.

Our equality policy links to:

- Behaviour policy – procedures relating to prejudice-related incidents.
- SEN policy – our duties under the equality act to make reasonable adjustments.
- School improvement plan – in particular, the section on equality- and diversity-related priorities

Monitoring and review

All members of staff and the Governing Body have the responsibility of implementing this policy which will be reviewed every four years and equalities objectives information will be published annually.