



HERSCHEL GRAMMAR SCHOOL

Diversity & Equality Policy

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Approved by:

LGB

Author:

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***subject to any relevant changes in legislation or other appropriate guidelines**

Diversity & Equality Policy

Rationale

At Herschel Grammar School we believe in a society where diversity is valued and where strong and positive relationships exist and are developed. We aim to promote the expected fairness under the Equality Act 2010 and to adhere to the protected characteristics for the inclusion of all stakeholders.

Herschel Grammar School is a multicultural school set in Slough which is a town with a very diverse socio-economic background. Pupils also come to Herschel from the surrounding areas, however prioritises admission from Slough applicants.

Pupils and parents recognise that the school is a thriving, cohesive community and all stakeholders work together to ensure this is promoted. We recognise that we also have a part to play in building a more cohesive society, in and out of the classroom.

While our school is characterised by ethnic, cultural, faith and linguistic diversity we recognise we still have a responsibility to ensure that our pupils learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

Effective diversity and equality at Herschel Grammar School is defined as creating 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, and offered by the school, to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Aims

In order to prepare all our pupils for living and working in a diverse and cohesive society we will work with our pupils to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part;
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping; and appreciate diverse global celebrations
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination, harassment and unconscious bias;
- strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.

Diversity from our School's Perspective

For Herschel Grammar School, the term 'diversity' has a number of dimensions including:

- the school community –the pupils we serve, their parents, and families, the school's staff and governing body, and community users of the school's facilities and services;

- the community within which our school is located –the school in its geographical community and the people who live or work in the area
- the UK community
- the global community – formed by international links.
- In addition, our school creates communities –for example, by networking and supporting similar or different schools, through organisations such as The Teaching School Hub.

Responsibilities

We aim to build our diversity profile by promoting equality of opportunity and inclusion for different groups of learners within a school. Alongside this focus on equalities and a strong respect for diversity, we also have a role in promoting shared values and encouraging our learners to actively engage with others to understand what they all hold in common. All staff are responsible for equipping all pupils to live and thrive alongside people from many different backgrounds.

Our schools' contribution to community cohesion can be grouped under the four following headings:

- Teaching and Learning
- Language
- Behaviour
- Safeguarding

We include a wide range of activities, some of which will take place within our own school, whilst others will take place online, between different schools or between schools, parents and local and wider communities.

Teaching and Learning

We aim to provide a high standard of teaching, learning and curriculum provision which supports high standards of attainment, promotes shared values and which builds learners' understanding of the diversity that surrounds them, appreciating different cultures, ethnicities, religions or beliefs, gender, sexual orientation, relationships, disability and age.

Through our understanding of Diversity, we aim to provide:

- Opportunities across the curriculum to promote shared values which challenge prejudice, discrimination and stereotyping and by doing so, promote awareness of human rights and how to apply and defend them
- Opportunities in form/tutor time to promote shared values which challenge prejudice, discrimination and stereotyping
- Promoting global awareness and issues surrounding diversity through extra-curricular clubs and Teams channels.
- An annual evaluation of the contribution from each faculty to diversity (see subject SEF's)
- Assemblies which promote shared understanding and engagement in the school's ethos and values.
- A robust PSHCE programme and enrichment opportunities (see PSHCE programme and PSHCE Policy)
- Opportunities for learners to develop the skills of participation and responsible action
- Various annual cultural events increasing exposure to differing cultures and viewpoints with an empathetic approach

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend; and in the event it does, that steps are taken to rectify.
- Recognises the individuality, background and culture of all members of the school community,
- Uses appropriate terminology in referring to particular groups or individuals.

Behaviour

We have a focus on securing high standards and expectations of all learners, ensuring that everyone is treated with respect and supported to achieve their full potential. We aim to:

- Ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities.
- Challenge any behaviour which involves prejudice or discrimination of any of the protected characteristics (see Behaviour Policy).
- Address and challenge any unconscious bias influence when deciding on an incident regarding one of the protected characteristics.

Safeguarding

We have a duty of care to all stakeholders within the school, to ensure that everyone is treated with respect and feels supported and safe at Herschel Grammar School. We aim to:

- Provide clear channels for students and staff to communicate their concerns
- Educate and inform staff and students on the protected characteristics and their rights within

The School Community

We communicate with parents and involve them in the community of the school through:

- Newsletter and other general letters
- Targeted booklets
- Website
- Regular opinion gathering questionnaires
- Parents' evenings and reports.

We are committed to the provision of extended services and promote the inclusion of the whole community through the following:

- Enrichment and extra-curricular opportunities
- After school sporting activities
- Volunteering through DoE Scheme
- Holiday and Saturday revision sessions
- Library open beyond the school day
- Financial support to allow vulnerable pupils to participate fully in extracurricular and residential trip opportunities

The Community in which our school is located

We have partnerships with:

- Primary schools who come to us for Year 5 workshops and taster sessions
- Primary schools to ease the transition from year 6 into year 7
- Secondary schools support through Senior and Middle leader networks
- Community police officers
- A range of local agencies – police, social care, health professionals
- Collaborative working across the Trust

In addition:

- Our premises are used by the community for a wide range of sporting activities, and other events.
- Pupils undertake local visits to support the curriculum
- Some of our Slough pupils represent young people on local bodies
- Our Sixth form undertake community service

The UK community

We offer residential and day trips throughout the school year and during the annual Activities week to extend and deepen the school curriculum and offer life experiences beyond pupils' horizons.

We aim to ensure pupils are aware of and can respond to national and local events that affect peoples' lives.

The Global Community

Our awareness of the Global Community is raised through specific charitable events. In addition, we have established links within the school across all Key Stages with a focus on our student-led Global Awareness Ambassadors, as well as Senior Prefect links to Diversity.

Monitoring and Evaluation

Provision is monitored and evaluated in a number of ways including:

- Annual evaluation of Diversity at school council meetings
- Faculty and department Self-evaluation
- Monitoring of use of financial support
- Parent, pupil and staff questionnaires
- External contribution from speakers and events
- PSHCE audit and pupil feedback in PSHCE evaluations
- PP and SEND provision as opportunities for all
- Encourage pupil voice for all through Year Council and School Council.
- Evaluate Diversity annually at School Council meetings.

Related Policies:

- Behaviour Attendance Policy
- Safeguarding and Child Protection Policy
- SEND policy
- Supporting Pupils with Medical Needs policy