



Equality Policy Statement

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice

- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

<p>Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.</p>
<p>Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.</p>
<p>Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:</p> <ul style="list-style-type: none"> • positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people • positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents • mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment. • positive attitudes and understanding of those women pregnant or during maternity.

<p>Principle 4: We observe good equalities practice in staff recruitment, retention and development</p> <p>We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.</p>
<p>Principle 5: We aim to reduce and remove inequalities and barriers that already exist</p> <p>In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.</p>
<p>Principle 6: We consult and involve widely</p> <p>People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.</p>
<p>Principle 7: Society as a whole should benefit</p> <p>We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.</p>
<p>Principle 8: We base our practices on sound evidence</p> <p>We maintain and publish quantitative and qualitative information about our progress towards greater equality.</p>
<p>Principle 9: Objectives</p> <p>Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.</p> <p>See appendix 1</p>

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

There is a separate Disability Policy for Examinations which is reviewed each year.

Ethos and organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

Breaches of the policy

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

Policy Type	Statutory	
Version Control		
Created by:	C. Stonehouse / S. Hope	January 2017
Agreed by:	Personnel Committee	January 2017
Amended:	S Hope	February 2018
Agreed by:	Personnel Committee	February 2019
Review :	Personnel Committee	February 2020

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no student or staff member can be identified.

Staff & Governors:

Age	Figures change – we comply with our equality duty.
Disability	We have no staff with a recorded disability. We work with staff with have conditions covered by DDA Act and Equality Act 2010 and any relevant external organisations including Access to Work to ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	Our staff profile as recorded on data checking sheets comprises: 98.83% White British 1.17% other background or not recorded
Religion and Belief / no belief	Our staff profile does not record this
Sex – male/female	71.34% female 28.65% male
Sexual orientation	We support all staff members regardless of sexual orientation

Students:

Age	We have students aged from 11 to 16 years old in our school.
Disability	We have 3.97% of students with a recorded disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any student towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	Our student profile comprises: 97.52% White British 0.33% Chinese, 0.22% Gypsy Roma Traveller, 0.22% Other White Background, 0.64% Other Mixed Background 0.11% White and Black African 0.85% Any other Ethnic Group 0.11% Information not received
EAL (English as an Additional Language)	We have 0.86% students with EAL. The languages spoken within our student profile are: Chinese Syrian We provide appropriate support and intervention.
Religion and Belief / no belief	Our student profile as recorded on data checking sheets comprises: <i>to be updated</i>
SEND	14.18% students identified with a Special Educational Need. 0.75% EHCP / Statement 13.43% SEN support
Sex – male/female	51.45% female 49.55% male
Sexual orientation	We support all students regardless of sexual orientation
Pupil Premium	45.01% students eligible for Pupil Premium

We will update our equality information at least annually.

Equality Objectives

Our equality objectives are:

1. Reduce the gender gap for all outcomes including value added, progress 8 and the Ebacc so that boys achieve at least in line with NA and close the gap with girls. We will do this through effective data analysis and targeted strategies.
2. Actively close gaps in progress in maths between all students and groups of students; especially those eligible for free-school meals and those students with special educational needs and disabilities. We will do this through effective data analysis and targeted strategies.
3. To reduce the number of prejudice related incidents including the use of homophobic, racist and sexist language in school by raising awareness and promoting equality and diversity through assemblies, T4S enquiries, rights respecting days, visits from role models and students groups such as the LGBT group.