



# Aldercar High School

In pursuit of excellence

# Equality Information and Objectives

<b>Approving Body</b>	<b>Governing Body</b>
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## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	6
10. Links with other policies .....	6

### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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](#).

### 3. Roles and responsibilities

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, and that they are reviewed and updated at least once every four years

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

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating 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 during inset days.

#### **5. Advancing equality of opportunity**

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 which 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 above data 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

## 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, character 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. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- 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.

## 8. Equality objectives

**Objective 1:** *To provide an environment that welcomes, protects and respects diverse people.*

Why we have chosen this objective: To ensure that our pupils receive a holistic education.

To achieve this objective we plan to: Show how British values are represented in our school. Celebrate the success of all pupils.

Progress we are making towards this objective: Pupils achievements in and out of school are shared regularly through assemblies and in school newsletters

**Objective 2:** *To ensure that all students are given the opportunity to make a positive contribution to the life of the school*

Why we have chosen this objective: To prepare pupils to contribute to society and culture as well as enabling them to participate actively and positively in their school life with us.

To encourage pupils to value themselves and their own unique contributions to their own and others' lives as well as celebrating in their success.

To achieve this objective we plan to: Use the school council to ensure that students are involved in making decisions about their school. Encourage pupils to take responsibility for their school.

Progress we are making towards this objective: Celebrating successes of students and increasing independence. School council regularly asked for feedback. House Captains involved in gaining feedback from students.

**Objective 3:** *Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.*

Why we have chosen this objective: To ensure that all students make progress in school. To ensure that no pupils are seen as Not Entering Education or Training (NEET) at the end of year 11.

To achieve this objective we plan to: Ensure that all staff are aware of students in any of the groups detailed above. To ensure that staff have high expectations of all students. To ensure that marking, feedback and differentiation is both high quality and meaningful for all students.

Progress we are making towards this objective: Marking policy reflects the need for high-quality and meaningful feedback. Assessment books introduced across all subject areas to allow dialogue between student and teacher. Zorba meetings for Key Stage 4 and 5 students to allow staff to focus interventions.

**Objective 4:** *To celebrate cultural events to increase pupil awareness and understanding of equality and diversity*

Why we have chosen this objective: To ensure that all pupils celebrate difference.

To achieve this objective we plan to: Implement a new PHSE curriculum (Them and Us) and introduce dedicated PHSE and Character lessons.

Progress we are making towards this objective: PHSE was covered in tutor time. Cultural events are covered in RE lessons and in assemblies on a regular basis. These address all faiths and cultures equally and present positive images of them. We will celebrate national cultural events.

**Objective 4:** *To observe good equalities practice in staff recruitment, retention and development.*

Why we have chosen this objective: To ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

## **9. Monitoring arrangements**

The governing body and the headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment