

ALDERCAR HIGH SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

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Approval Level	Local governing Board		

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1. Aims

Aldercar High 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

At Aldercar High School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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

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

- 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 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 member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 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 every September.

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

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 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

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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 Ethics and Morals 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.

8. Equality objectives

Objective 1

To raise awareness of inappropriate sexualised behaviours and to improve support in this area.

Why we have chosen this objective:

This is a growing problem nationally

To achieve this objective we plan to:

- Improve our PSHE offer
- Ensure that we have robust systems of reporting inappropriate behaviours

- Increase visiting speakers into school to deliver messages regarding inappropriate behaviours in assemblies
- Deliver planned sessions to year 9 (to begin with) on consent. Delivered by external agency - sv2.

Progress we are making towards this objective:

- Enrolled on the BERT (Building Effective Relationships Together) award

Objective 2

To encourage girls to consider non-stereotyped career options

Why we have chosen this objective: To break the local stereotypes surrounding gender stereotyped careers and to educate on all options available both locally and further.

To achieve this objective we plan to:

- Continue to develop Careers information
- Encourage non-stereotyped settings for work experience in year 10 and 12
- Encourage non-stereotyped pathways year 9-10 (e.g. Engineering and Health and Social Care) and year 11-12 (trips to universities to see courses available)
- Increase displays in school (e.g. in Science) to explore people in stereotyped careers

Progress we are making towards this objective:

- Enrolled all students on UniFrog to ensure that they have access to impartial careers information
- Ensured that all students, regardless of gender, have access to a wide and varied curriculum

Objective 3

To improve the attendance and outcomes of students with Special Educational Needs at KS4 and 5.

Why we have chosen this objective:

Attendance and outcomes of students with SEN across the school is lower than that of their peers without SEN

To achieve this objective we plan to:

- Monitor the attendance of all students with SEN
- Analyse half-termly data to ensure that we are aware of the students not making progress
- Have regular strategy meetings with Heads of Year, Deputy Head (curriculum), SENCO, Senior Leadership Team, Exams Officer and Heads of Faculty
- Use Alternative Provision and other available educational packages to support attendance

Progress we are making towards this objective:

- Appointed an attendance manager to oversee a robust system of monitoring and intervening with students with low attendance rates
- Heads of Year have had training with the Educational Psychologist on Emotionally Based School Non-Attendance
- SENCO is invited to attendance meetings where appropriate to offer support

Objective 4

To ensure that the schools promote role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc.

Why we have chosen this objective:

- To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow.
- To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.

To achieve this objective we plan to:

- Display examples of successful people prominently on notice boards throughout the School.
- Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability.
- Assemblies promoting the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the School.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

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

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN Policy and Information Report