



Equality Policy
2019-2022

Contents

1. Aims 3

2. Legislation and guidance 3

3. Roles and responsibilities 3

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 5

10. Links with other policies 5

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

These aims are enshrined in our school vision and core values.

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 equality link governor is Mrs Heather Hornby. They will:

- Meet with the headteacher and relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise 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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic

- Encouraging people who have a particular characteristic to participate fully in any activities

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)
- Analyse 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, citizenship 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

We actively consider equality duties when planning school trips and activities. This is carried out by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: *To improve the attainment of: disadvantaged students; boys; students with SEND*

Why we have chosen this objective: to ensure all students achieve their potential

To achieve this objective we plan to: Ensure that improving attainment is a key part of our school improvement plan; have staff in place to monitor this

Progress we are making towards this objective: progress coordinators in post 2019

Objective 2: *To improve the experience of LGBT+ students in school*

Why we have chosen this objective: We felt the support we offered to our LGBT+ students should be improved

To achieve this objective we plan to: establish an LGBT+ group; review policies; review curriculum content

Progress we are making towards this objective: LGBT+ group began 2019; attended GM pride event; transgender guidance being written; Stonewall training completed

Objective 3: *To increase participation in student voice activities by all key groups*

Why we have chosen this objective: to ensure all groups participate fully in leadership activities in school

To achieve this objective we plan to: create a role focused on student leadership and student voice

Progress we are making towards this objective: staff member in place; school council remodeled; school is engaged in the pilot of the Tameside-wide student voice initiative

Objective 4: *To ensure that attendance is at least equal to the national level in all schools and for all groups*

Why we have chosen this objective: Disadvantaged students have disproportionately lower attendance; low attendance leads to lower outcomes

To achieve this objective we plan to: Ensure that improving attendance is a key part of our school improvement plan; have staff in place to monitor this

Progress we are making towards this objective: Staff are now in place 2019

Objective 4: *To review the support given to previously looked-after students and students who have had social care involvement*

Why we have chosen this objective: Research shows that these groups of students under-achieve nationally, and previously looked-after children have been a group identified in DfE guidance/receiving pp funding since September 2019

To achieve this objective we plan to: Improve systems to identify these groups of students; create a system to support their progress and well-being

Progress we are making towards this objective: Designated teacher for LAC has identified an additional number of previously LAC students; school is part of a DfE group looking at how schools can support children who have previously had a social worker

9. Monitoring arrangements

The headteacher will update the equality information we publish annually.

This document will be reviewed by governing body at least every 3 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Health & Safety policy
- SEND policy