

Produced by:	Operations Director
Responsible Gov. Committee:	Care, Support and Guidance
Last amended	June 2021
Date approved by Governors:	14.06.2021
Due for review:	Spring 2022



Equalities Policy

(Including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn in and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in regard to age (applicable only to staff), disability, race, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All students, families and staff are of equal value

We see all students, potential students, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and considered
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

- Pregnancy and maternity – we believe that our staff, parents and carers (and students) should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity, to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement in which we have been involved (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to student progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to students, their families and staff
- Our policies and practice in relation to student behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and students are recorded and dealt with appropriately.

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support students in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*

Information	Evidence and commentary		
Attainment in English by gender 2019-20	7+ Boys 9.6%	Girls 28.9%	
	4+ Boys 70.4%	Girls 88.9%	
Attainment in Maths by ethnicity 2019-20	WHBT 7+ 17.9%	Any other ethnicity / BAME 7+ 47.6%	
	WHBT 4+ 76.5%	Any other ethnicity / BAME 4+ 100%	
Attendance by gender 2019-20	Whole School 94.49%	Female 94.73%	
	Male 94.26%	FSM 92.41%	
Exclusions 2019-20	Total 51	Female 8	Male 43
	PP 14	Non PP 37	LAC 10
Inclusion 2019-20	Autumn: All 194	Female 54	Male 140
	Spring: All 120	Female 40	Male 80
	Summer: None		

NOTE: Care must be taken not to enable the identification of individual students or families within the data published. The DfE’s non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Staff data

Information	Evidence and commentary
Gender of workforce as at January 2021	72% of our workforce are female and 28% are male (split has reduced slightly from previous year)
Race distribution of workforce as at January 2021	3.9% of our workforce are Black & Minority Ethnic, 89% are white British and 10.11% are of EU origin. This reflects a more diverse workforce than previous years, and is reflective of our local community.
Applications by gender Academic Year 2019 – 2020	Due to COVID19 there was a lot less recruitment activity during this academic year. We had 118 external applications, 85% of our applicants were female and 15% were male
Short-listed candidates by gender. (We do not record candidates by age).	We short-listed down to 38 applications, 87% were female and 13% were male. This is a direct correlation to the total applicants.
Appointed candidates by gender 2019 – 2020	31 staff joined the school during the last academic year, 23 (74.1%) were female and 9 (25.9%) were male. This is within norms and understandable given the gender representation in the workforce.
Leavers by gender September 2019 – August 2020	23 staff left the school during the last academic year, 18 (82.6%) were female and 4 (17.4%) were male. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.
Age information	The school does not collect data regarding the age of existing staff or the age of any new applicants.

Other information

Schools may decide to gather information on other people who use their services, such as parents, adult learners, hirers or school premises, governors etc. A simple table could be used to present this information:

Information	Evidence and commentary
Governor representation as at June 2021	58% Male, 42% Female 8% BME, 92% British White The gender split on the governing body has increased in favour of males, and is an opposite of the split in the staff group. Ethnic representation is representative of our community.

Date of publication of this appendix: June 2021

Date for review and re-publication: Spring 2022

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, students, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff survey

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: Reduce the number of boys in the inclusion room by 20%

Objective 2: Increase the engagement of disadvantaged parents by increasing attendance at parents' evenings.

NB: The legislation only requires one objective to be set and this should be student related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication of this appendix: June 2021

Date for review and re-publication: Spring 2022

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site