



Stafford Manor High School

EQUALITY INFORMATION AND OBJECTIVES POLICY

Review frequency (Free/annual/etc.)	Published information – annually. Policy - every 4 years.
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Responsibility of (FGB/Committee/individual)	Headteacher
Signed by (Rhys Adams - Headteacher)	<i>R Adams</i>
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Next Review date	Published information – January 2020 Policy – January 2027
Date received by Staff	Week Commencing 13/02/2023

Aims

Stafford Manor High School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race/nationality/ethnicity, sex, disability, gender reassignment, maternity and pregnancy, marriage/civil partnership, religion/belief, sexual orientation or age.

Stafford Manor High 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.

Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Special Educational needs and disability code of practice: 0 to 25 years (2015)
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance in the Department for Education (DfE) guidance 'The Equality Act and schools (2014)'.

Roles and Responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty (PSED) to publish equality objectives and communicate these effectively throughout the school, and that they are reviewed and updated at least once every four years.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunity in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.

A member of the governing board has a 'watching brief' regarding the implementation of this policy.

The headteacher will:

- Promote knowledge and understanding of equality objectives amongst staff, pupils and, as appropriate, to all parents and carers.
- Ensure that all staff members have access to resources and receive appropriate equality and diversity training as a part of their induction and CPD.
- Monitor success in achieving the objectives and report back to governors.
- Actively challenge and take any appropriate action in case of any discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

All staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the senior leadership team.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up to date with equalities legislation relevant to their work.

Equality Objectives

Stafford Manor High School uses nine guiding principles that aim to eliminate discrimination, advance equality of opportunity and foster good relations.

1. All learners are of equal value

Stafford Manor High School sees all learners and potential learners, and their parents and carers, as of equal value.

2. We recognise and respect difference

Treating people equally (principle 1) 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.

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, interactions and mutual respect.

4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

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

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.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

7. Society as a whole should benefit

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.

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, Stafford Manor High School has decided to establish the following objectives:

- To narrow gaps in attainment between groups of pupils (e.g. boys and girls, SEN and non-SEN pupils and disadvantaged and non-disadvantaged) through the implementation of effective strategies for vulnerable groups.
- To improve the attendance of vulnerable groups of pupils by improving the quality of support.
- To improve the knowledge, skills and attitudes that enable pupils to appreciate and value differences and diversity.
- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures.
- To further encourage non-stereotyped careers options through a comprehensive and well developed careers programme.

Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified.

When planning the curriculum, the school will take every opportunity to promote and advance equality.

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination in any way, being particularly aware of unconscious bias.

The school will endeavour to develop an appropriate curriculum for all pupils in vulnerable groups.

The school will ensure SEL lessons (PSHE) are designed for pupils to develop their knowledge of the world and the importance of equality.

Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Policy breaches and the appeals process

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing board.

Staff members retain the right to appeal against a decision (e.g. on the acceptability of their appearance) using the school's grievance policy and procedures.

Monitoring and Review

The headteacher will review the equality information we publish annually.

This document will be reviewed by the headteacher at least every 4 years, to ensure that all procedures are up-to-date.

The policy will be monitored and evaluated by the headteacher and governing board using a range of evidence and adjustments made as appropriate. This could include quantitative (attainment data, recruitment data, incident records related to harassment and bullying) and qualitative (Ofsted judgements, equality impact assessments) data relating to the implementation of this policy.

Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Admissions Policy
- Grievance Policy
- School Behaviour Policy