

Weatherhead High School

A high performing academy providing excellence for all

Equality Information & Objectives Policy

Document Owner	AHT Student Services
Committee	Curriculum
Frequency of Review	Annual (objectives every 4 years)
Date of last review	May 2023
Date approved by Governors	May 2023
Date of next review	Summer term 2024

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1. Statement of intent

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

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

2. Legal framework

2.1. 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
- 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)

2.2. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

2.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Recruitment and Selection Policy
- SEND Policy
- Transgender Policy
- Accessibility Plan

2.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

2.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

2.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

2.7. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

2.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions.
- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

2.9. The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "old students" communications and activities

2.10. The school will promote equality of opportunity for all staff and job applicants in line with the Recruitment and Selection Policy.

3. Principles and aims

3.1. We see all learners and potential learners, and their parents/carers, as of equal value, regardless of any protected characteristic.

3.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages, which people may face in relation to any protected characteristic.

3.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

3.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

3.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

3.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

3.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

3.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

3.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

3.10. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

3.11. The school will:

Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.

Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.

Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.

Reduce and remove inequalities and barriers that already exist.

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

Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.

Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

4. Roles and responsibilities

4.1. The Role of the Governing Body:

The Governing Body are committed to equal opportunities and will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body will ensure that no one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

The Governing Body will monitor the implementation of this policy on a regular basis through information provided by the Headteacher.

4.2. The Role of the Headteacher

The Headteacher will ensure that the school's policy on equal opportunities is implemented.

The Headteacher will ensure that staff are aware of the school policy on equal opportunities and that these guidelines are applied fairly in all situations.

The Headteacher will ensure that all appointment panels give due regard to this policy so that no one suffers discrimination.

The Headteacher will promote the principals of equal opportunity when developing the curriculum and in providing opportunities for training.

The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

4.3. The Role of Staff:

Staff will be mindful of any incidents of harassment or bullying in the school.

Staff will address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher.

Staff will identify and challenge bias and stereotyping within the curriculum and the school's culture.

Staff will promote equality and good relations, and not harass or discriminate in any way.

Staff will monitor students' progress and academic needs to ensure the appropriate support is in place.

Staff will keep up to date with equality legislation and its application by attending the appropriate training.

When selecting classroom materials, teaching staff will strive to provide resources which promote positive images and which challenge stereotypes of minority groups.

When designing schemes of work, teaching staff will pay cognisance to the Equality Policy both in choice of topics to study and in how to approach sensitive issues. For example, in English, we use a range of non-fiction texts in order to prepare our students for life in the modern world. We explore a breadth of topical issues regarding politics, religion, gender, racism, diversity and more. In addition, our study of literary texts such as 'Romeo and Juliet', 'The Hate U Give', 'Diverse Voices', 'Macbeth', 'Jekyll and Hyde' and 'Animal Farm' invites us to explore the historicism of gender inequality, faith, social class division and many topics of cultural significance which we use to reflect upon the contemporary attitudes of today's society. In Geography, we look at the increasing empowerment of women, leading to reduced birth rates and an improving economy as a result. We also learn about cultural diversity of tribal groups in the rainforest and nomadic groups in parts of Africa and Asia, so students can understand and appreciate multiculturalism. In History, racial equality is explored when we cover the The British Empire (more specifically focussing on the Abolition Debate and whether the British Empire was something we can be proud of?). Gender equality is address through the teaching of the Women's Suffrage Movement looking at how the actions of suffragists and suffragettes compare against each other in the fight for women's equality.

4.4. The Role of Students

Students will not discriminate or harass any other student or staff member.

Students will actively encourage equality and diversity in the school by contributing their cultural experiences and values.

Students will report any incidences of bullying or harassment, whether to themselves or to others, to their Year Leader or Pastoral and Academic Support Worker and these will be reviewed by a member of the Senior Leadership Team in line with our Anti-bullying Policy.

Students will abide by the school's equality and diversity policies, procedures and codes.

Students will be encouraged to show respect, tolerance and understanding towards others and expected to demonstrate these important values in their interactions with others.

5. Equality objectives

5.1. The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:

- To maintain current systems for recording behaviour to capture all incidents of bullying, harassment of or discrimination against students with protected characteristics.
- To continue to review and revise school policies to ensure that, where necessary, the elimination of harassment, discrimination or victimisation is expressly noted.
- To build on existing very effective practice, to review and develop the school curriculum, to ensure a wide range of opportunities exist that promote equality and diversity, and challenge prejudice and discrimination.
- To endeavour to enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment.

5.2. The school will update all published equality documentation annually and will publish its objectives at least every four years.

6. Collecting and using information

6.1. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

6.2. The school will build a profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave

- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

6.3. The school will use the information they obtain to analyse any gaps present in their equality documentary.

6.4. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

7. Publishing information

7.1. The school will publish information to demonstrate its compliance with the Act.

7.2. The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- The school's employees
- Other persons affected by the school's policies and procedures

7.3. The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

8. Promoting equality

8.1. In order to meet our objectives, the school has identified the following priorities:

1. There will be differential schemes of work designed to meet the abilities and learning styles of all students.
2. The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
3. Staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor

uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

4. The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take as full a part as possible in the activities of the school.
 5. The school will ensure there is adequate access to the physical environment of the school.
 6. The school will improve the delivery of written information to disabled children and young people.
 7. The school will seek the views of advisory staff, outside agencies and local schools.
 8. Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.
- 8.2. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
 - 8.3. Equality objectives will be published at least every four years commencing on the date of the last publication.
 - 8.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.
 - 8.5. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Addressing prejudice-related incidents

- 9.1. The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- 9.2. The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 9.3. If incidents continue to occur, the school will address them immediately and report them to the LA.

10. Appeal process

- 10.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.
- 10.2. The school will adhere to the guidance as set out in the Grievance Procedures document.

11. Curriculum

- 11.1. All students 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 as a statutory need.
- 11.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 11.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 11.4. The school will develop an appropriate curriculum for all students in all vulnerable groups.
- 11.5. The school will ensure PSHE lessons are designed for students to develop their knowledge of the world and the importance of equality.

12. Monitoring and review

- 12.1. The Headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 12.2. The policy will be monitored and evaluated by the Headteacher and Governing Body in the following ways:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 12.3. Any changes made to this policy will be communicated to all members of staff.