



PLYMOUTH HIGH SCHOOL FOR GIRLS

POLICY: Equality, Information & Objectives Policy

SLT LINK MEMBER: Shaun Willis

GOVERNORS SUB COMMITTEE: Full Governing Body

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This policy will be reviewed: April 2019

Statutory Policy: YES

Source: School

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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

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 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.

Tackling Discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the School environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice, discrimination and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of discrimination, harassment or bullying will be dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority each term.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status.

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 (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 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)
- Publish 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

The school keeps a written record (known as an Equality Impact Assessment see Appendix i) 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

Single Equality Scheme Action Plan 2019 – 2023

Objective	Action	Evidence	Actioned by	Success Criteria	Timescale
To ensure all staff are aware of the Equality Policy and the Single Equality Scheme, and their responsibilities, and are able to respond to needs as they arise promptly and effectively.	<ul style="list-style-type: none"> • Standing agenda item at staff, HOD, Department and governor meetings. • Agenda item for School Council. • HOD discusses with SLT line manager actions undertaken. • SLT review regularly • TAC procedures whereby student needs are assessed and appropriate actions activated 		UND with support from Governors, SLT + HODs	<ul style="list-style-type: none"> • All staff, students, parents, governors aware of and familiar with SES Plan and Equality policy – monitored through feedback. • Questionnaires show that majority of students and parents understand and agree with both policies and plan. 	
To assess the impact of Equality on policies and procedures, curriculum offer and trips.	<ul style="list-style-type: none"> • Trip proposal form updated to contain statement • Statement checked when trip agreed • SLT and relevant members of staff complete 'Equality Impact Assessment' form to assess policies, procedures, trips • Outcomes presented to Governors and filed with policy 		UND with support from Governors and SLT Cover Supervisor Manager	<ul style="list-style-type: none"> • Equality Impact Statement and Equality Impact Assessment form completed. • Trips, activities, policies and procedures fulfil requirements of Equality Policy. 	
All students achieve in accordance with their targets with no significant gaps in attainment and progress between student groups	<ul style="list-style-type: none"> • See S.I.P. 		Deputy Head	<ul style="list-style-type: none"> • See S.I.P. 	
To ensure that all teachers delivering content related to the Equality Act and protected characteristics are upholding consistent professional standards	<ul style="list-style-type: none"> • Use a standard set of 'ground rules' when addressing any issues of diversity in PSHE, RE and the wider curriculum. 		Head/Deputy Head	<ul style="list-style-type: none"> • Lesson observations indicate ground rules being followed • Questionnaires show that students are receiving information in accordance with 'ground rules' 	

Students with disabilities are supported to ensure they can access a full range of curriculum and enrichment / extra-curricular activities available as far as is practical within the constraints of the school.	<ul style="list-style-type: none"> • SEND co-ordinator works with staff and external agencies as appropriate to assess need. • Business Manager works with Site team to improve physical environment as is practically possible in line with EHC plan. 			<ul style="list-style-type: none"> • All students access a full range of curriculum and enrichment / extra-curricular activities. • Recommendations in accordance with DDA plan are implemented. 	
<ul style="list-style-type: none"> • To maintain and/or develop records of e.g.: • Progress of 'small group' students compared to progress of others; • Pupil Premium impact; • Racial and bullying incidents; • Participation in school trips, extra-curricular activities, House events, leadership opportunities etc; • Option uptake at post 16 and HE by 'protected characteristics' <p>in order to evaluate impact of procedures.</p>	<ul style="list-style-type: none"> • Improve systems for recording events: • Teachers, tutors and anyone running trips etc to ensure Admin staff have list of names • Recording and compilation overseen by HoKS and Line Managers • Data analysed and evaluated • Students not participating identified and Tutor working with them to encourage participation 			<ul style="list-style-type: none"> • Small group students' progress is good / outstanding. • Small group students are not under represented at extra-curricular, school trip, leadership activities / opportunities 	
The Governing Body takes steps to ensure that the school meets its statutory duties to all students.	<ul style="list-style-type: none"> • Headteacher presents regular updates and reports to GB. • Governors gather feedback through link meetings 			<ul style="list-style-type: none"> • Governors have addressed any issues of equality raised 	

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 3: *Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 4: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

9. Monitoring arrangements

The [governing board/name of committee of the governing board/individual governor/headteacher] will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by [governing board/name of committee of the governing board/individual governor/headteacher] at least every 4 years.

This document will be approved by [governing board/name of committee of the governing board/individual governor/headteacher].

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

List any other related policies that your school has here, if applicable.

Appendix i

Equality Impact Assessment

Equality Impact Assessment of _____ Policy/Project:

Carried Out By:		Date:	
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Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Yes (please provide reasons if no adjustments are made)	No
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion of Belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual Orientation (gay, lesbian, bisexual; actual or perceived)		