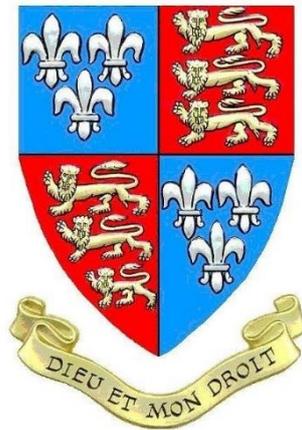


# King Edward VI Grammar School



## Equality Information and Objectives Policy

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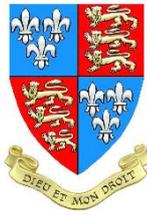
Designation: Principal

Date: September 2017

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Committee Chair: Sean Chesman

Next review date: September 2021



*“Encouraging Excellence, Nurturing Talent”*

## King Edward VI Grammar School

### Equality Information and Objectives

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 King Edward VI Grammar School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.
- The data will be assessed across our core provisions as a School and will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions; and
  - Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the areas listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

## 1. The Policy

- 1.1 The Equality Information and Objectives Policy draws together all previous equality legislation and details how the School is fulfilling the requirements of the Act.

## 2. Our Ethos

This is a place where:

- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community;
- everyone is encouraged to make healthy life choices.

## 3. Addressing Prejudice Related Incidents

- 3.1 The School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents and follow our Anti-Bullying, Child Protection and Safeguarding policies to appropriately escalate matters.

## 4. Objectives

- 4.1 In achieving compliance with the Act, objectives are set annually. Detailed below are the School's current set of overriding objectives.

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All pupils are assessed, monitored and tracked through SIMS</li> <li><input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied through pupil workshops and quality first teaching.</li> <li><input type="checkbox"/> Pupils are able to participate in a full range of extra-curricular opportunities.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils respect one another.</li> <li><input type="checkbox"/> Pupils feel safe and valued.</li> <li><input type="checkbox"/> Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All pupils experience 100% 'good or better' lessons.</li> <li><input type="checkbox"/> Lessons are supportive of all pupils</li> </ul>

<b>Leadership Management</b>	<b>&amp;</b>	<ul style="list-style-type: none"> <li>❑ The staff and governing body reflects the diversity of the school community.</li> <li>❑ No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>❑ The Deputy Head Academic is responsible for the collection, analysis and publication of equality assessment and standards data including prejudice-related incidents.</li> </ul>
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4.2 The School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

4.3 The School’s leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 5. Responsibility

5.1.1 We believe that promoting equality is the whole school’s responsibility.

5.1.2 The School aims to eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people as follows:

5.2

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection.
- (c) PSHEE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's accessibility plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole community in identifying and understanding equality barriers.
Headmaster	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them in carrying out day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>

Senior Leadership Team	<p>To support the Headmaster as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the School and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headmaster on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headmaster on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

## 6. The School's equality objectives

- 6.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the School has established the following objectives for the period 2017-2020:
- (a) to ensure that boys and girls make similar progress at GCSE and A Level when compared to national outcomes.
  - (b) to encourage girls to consider opting for Science and Mathematics at A Level.
  - (c) to ensure that all groups of pupils make similar progress at GCSE to those nationally.