

*This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity and age.*

The four core equality aims of the school are:

1. Eliminate discrimination, victimisation, harassment and other conduct against staff, students and visitors to the school.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
4. Monitor the impact of the equality and diversity policy to determine its effectiveness; publish information to demonstrate this; prepare and publish equality objectives

**SECTION ONE: School Equality Objectives – development work**

**School Equality Development Work 2019-20**  
led and monitored by the Equality Working Party

Aim	Objective	Action(s)	Lead staff	Timescale
1.	Increase school access for students with a disability	<ul style="list-style-type: none"> <li>● Incorporate adapted facilities, auxiliary aids and services to support accessibility, consider needs of all in outdoor space provision. Develop SRP classrooms to meet the needs of remaining 3 cohorts of students by 2023.</li> </ul>	Director of Premises and H&S	by September 2023
2i.	Continue to reduce the attainment gap between groups of vulnerable students and others, including students with a disability.	<ul style="list-style-type: none"> <li>● See school and department improvement plan objective 4 of SIP, for specific action:- intervention plans, enhanced mentoring programme, monitoring of data / teaching and learning                             <ul style="list-style-type: none"> <li>● Key data analysis and intervention as necessary.</li> <li>● Ensure appropriate and specialist support for students with SEN</li> </ul> </li> </ul>	Deputy Head Curriculum	ongoing - review July 20
2ii.	Increase participation of vulnerable students in extracurricular activities, including students with a disability.	<ul style="list-style-type: none"> <li>● Encourage participation in extracurricular activities for all vulnerable students - through SENCO and tutors</li> <li>● Liaise with parents; consider rewards/celebrations; use student voice to inform planning.</li> </ul>	SENCO	ongoing 2019 - 20
3.	Work to raise the profile of equality and diversity issues in school	<ul style="list-style-type: none"> <li>● Through weekly Diversity Club and its associated noticeboard, British Values work and associated display, student council focus on mental health issues and diversity, student led activities, use of display, guest speakers, Year 8 Diversity Curriculum Day and other student led events.</li> </ul>	SLT Year 8 SLT equality lead	ongoing - annual review

4.	Continue to develop more focused equality monitoring arrangements across all characteristics	<ul style="list-style-type: none"> <li>• Complete bi-annual equality evaluation exercises through pastoral and curriculum learning walks, book looks, risk assessment, website and school promotion literature.</li> <li>• Pastoral review - annual - to consider and report on a range of diversity issues</li> <li>• Improve evidence collection: equality evidence folder and school website equalities page.</li> </ul>	Equality Working Party Equality W. Party SLT equality and SLT Pastoral lead	July 2020 review
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## SECTION TWO: School Equality Objectives – daily school functions

<b>Core Equality Aim 1: Ongoing objectives / daily school functions</b>			
Eliminate discrimination, victimisation, harassment and other conduct against staff, students and visitors to the school			
<b><i>The school is aware of the requirements of the Equality Act 2010 and is determined to comply with its non-discrimination provisions, as follows:-</i></b>	<b>Lead staff</b>	<b>Evidence base</b>	<b>Governor monitoring</b>
The school will ensure that consideration towards its equality duties is written into all its policies and is reflected its daily school functions, in order to eliminate the possibility of discrimination, victimisation, harassment and other unlawful conduct against staff, students and visitors to the school.	SLT	School Policy Handbook	Full Governors
The school will give due regard to equality considerations when significant decisions are being made or policies developed, and a note of these will be kept.	Governors SLT	Senior leadership team meeting minutes Governor committee minutes	
The school will collect data relevant to the protected characteristics, where possible, and make this available internally to staff, where appropriate, in order to fulfil the equality duties.	Data manager Admin. and support staff team	SIMs BehaviourWatch/PARS Coombe Intervention Register	
The school will undertake regular monitoring and analysis of achievement, behaviour and safety, and teaching and learning relative to different groups of learners, in order to identify areas that may need addressing or updating.	HOYs Curriculum Leaders	School improvement plan Subject and pastoral leader annual review Strategic group/ Pastoral/Teaching and Learning meeting minutes Tutorial, lesson and learning walk observations Student voice records	
The school will ensure that the school's facilities, buildings and access allow daily school functions in line with the equality duties.	SLT Site team Support staff	Health and safety policy Governors Health and Safety Committee minutes	

The school will ensure that staff receive appropriate and up-to-date training in relation to the aspects of the equalities duties that affect their roles and daily functions.	SLT	School training and CPD programme Staff training log and record of training evaluations	
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### Core Equality Aim 2: Ongoing objectives / daily school functions

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

<b><i>The school will remove or minimise any disadvantages suffered, take steps to meet particular needs and encourage all to participate fully in full school life, as follows:-</i></b>	<b>Lead staff</b>	<b>Evidence base</b>	<b>Governor monitoring</b>
<p>Teachers and teaching support staff must be aware of their students' backgrounds and specific needs relevant to the equality duty.</p> <p>Teachers will address the curriculum needs of students connected to the protected characteristics; they will plan and review teaching approaches to ensure that the curriculum is accessible and adapted, where deemed appropriate.</p> <p>Teachers and support staff will be trained in and implement the SEND code of practice. The SENCo will allocate learning support assistants, where appropriate.</p> <p>The teacher i/c EAL will induct new EAL students, assess their needs and liaise with subject staff to provide ongoing individual support plans with a flexible programme of in-class or withdrawn support, and adapted resources, where appropriate.</p> <p>Teachers will adapt / enlarge learning resources to meet needs of disabled students.</p> <p>Teachers will support the use of electronic writers and computers, where appropriate.</p> <p>The SENCo and pastoral teams will coordinate information, care and guidance pertaining to the curriculum needs of students, parents and carers with protected characteristics.</p>	Deputy Head Curriculum Curriculum Leaders SENCo i/c EAL	Lesson observation and learning walk records Department intervention reviews/records Student sample work Learning support programme records EAL support programme records Minutes of meetings with parent / carer Student voice Achievement data / RAISE online	Curriculum
<p>The SENCo and pastoral teams will coordinate information, care and guidance pertaining to the needs of students, parents and carers with protected characteristics.</p> <p>Senior leaders will coordinate information, care and guidance pertaining to the needs of staff and visitors with protected characteristics.</p>	Deputy Head Pastoral HOYs / DHOYs	Pastoral / HOY annual reviews SEN intervention matrix SEN review records BehaviourWatch/PARS	Pastoral

<p>The school will consult with relevant bodies for specific support as appropriate - such as external agencies, LA, occupational therapist, union, educational psychologist, parents or carers.</p> <p>The school will make reasonable adjustments to meet the needs of staff, students, parents, carers or visitors with disabilities - such as use of communicators, lifts, appropriate meeting rooms, sound loops, hearing devices, large print, translators and interpretation for those who do not speak or read English.</p> <p>The teacher i/c EAL will support cultural understanding and needs of students, parents and carers new to the UK, where appropriate.</p> <p>The school will offer extracurricular activities as positive action, such as social skills club, art and crafts club, homework club to support students with SEN / other needs.</p> <p>The school will provide quiet space for students in room 41 with a specific need who may require this.</p>	<p>SENCo/ SEN dept Enrichment Coordinator i/c EAL</p>	<p>Pastoral team records of meetings with students, parents and carers Enrichment programme EAL department records of meetings with students, parents and carers</p>	
<p>The school will make reasonable adjustments to its facilities and daily arrangements to enable students with disabilities or other specific needs to access the school curriculum, facilities and learning activities.</p> <p>The school will make reasonable adjustments to its trips and visits arrangements and provision to enable students with disabilities and other specific needs to safely attend curriculum visits outside school.</p> <p>The site staff will complete ongoing risk assessments to make buildings accessible to all users and visitors, ensuring corridors, classrooms and doors are accessible for wheelchairs or walking frames and access is improved by use of ramps or lifts, where possible.</p> <p>Exam access arrangements will be made in line with JCQ guidelines, such as special provision for HI students' auditory tasks or listening exams.</p> <p>Teachers will consider classroom organisation of furniture and resources to enable disabled students fair access and make alternative timetable or room arrangements, if appropriate.</p> <p>Site staff will ensure that the disabled parking space, toilets and showers are clearly marked, accessible and functional.</p> <p>Technicians will manage use of the hearing loop and microphone for assemblies, presentations and events in the Hall, to support hearing impaired students, parents, carers, staff and visitors.</p>	<p>Director of Premises and H&amp;S EVC Site Manager Technicians Exams team</p>	<p>Site Manager records Trips and Visits records Senior School Administrator annual accessibility analysis Exam access arrangements</p>	<p>Resources</p>
<p>The school will not discriminate in the treatment of its staff and visitors; in terms of recruitment, employee terms and conditions, fair access, promotion and training.</p>	<p>SLT Head's PA</p>	<p>Recruitment and pay policy Safe and fair recruitment training log</p>	<p>Resources</p>

The school will not discriminate against staff, students or stakeholders connected to a protected characteristic regarding complaints, grievance or disciplinary procedures. All staff will be trained in relation to equality and diversity duties and working with students with disabilities.	Site Manager SENCo	Staffing records and annual recruitment analysis Anti-bullying / Code of conduct / Grievance policy minutes of meetings with union representatives Staff training log	
Prior to purchase, all goods and services will be subject to an equality scrutiny, to ensure that no person will be discriminated against (such as ICT, supply staff, consultancy, school meals, learning resources, training and administrative supplies)	Principal Finance Officer	Finance records Finance meeting minutes	Resources

### Core Equality Aim 3: Ongoing objectives / daily school functions

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

<b><i>The school will promote good relations between all people and groups, as follows:-</i></b>	<b>Lead staff</b>	<b>Evidence base</b>	<b>Governor monitoring</b>
The school curriculum will deliver a positive understanding of the protected characteristics. Schemes of work, texts and resources will promote tolerance and raise awareness of issues surrounding disabilities, cultures, faiths and genders. Teachers will acknowledge and reward the contributions and achievements of all. Staff will encourage and enable all to develop positive social bonds through enrichment activities and outside learning opportunities. The RS schemes of work will support wider understanding of religion and belief. PSHE days will support wider understanding of race, disability and gender issues.	Deputy Head Curriculum Curriculum Leaders RS dept PSHE dept Teaching and teaching support staff	Schemes of work and learning resources Lesson observation and learning walk records Student work sampling Student voice records Student rewards Enrichment programme uptake	Curriculum
Staff will promote good relationships between students and between staff, avoid discrimination and develop understanding of equality.	Pastoral team SEN dept	Student equality charter Active tutorial / thought for the day programme PSHE programme and themed weeks	Pastoral

<p>Displays around the school and information provided publicly about the school will promote positive images of equality.</p> <p>The active tutorial programme (thought for the day, news quiz, class assemblies and circle time) will promote a positive understanding and exploration of the issues surrounding the protected characteristics.</p> <p>The Student Equality Charter will be reviewed regularly and publicised.</p> <p>Faith festivals will be recognised through assemblies, thought for the day, lessons.</p> <p>The House Programme will support and understanding issues around vulnerable and minority groups through its charities work.</p> <p>The school will continue to develop links with the local community and external agencies to support the promotion of equality, e.g. inviting guest speakers, seeking advice from Islamic resource centre, inviting a translator to a meeting to support a parent, holding a multi-agency meeting to review the needs of a specific student.</p>	<p>Marketing and display team</p> <p>Enrichment Coordinator</p> <p>House Coordinator</p> <p>RS dept</p>	<p>Assembly and outside speaker programme</p> <p>School prospectus, website, welcome booklet, parent newsletters, home/school agreement</p> <p>School displays</p> <p>Pastoral monitoring of reward/merit/Jack Petchey awards</p> <p>Monitoring of House Activity Programme</p> <p>Tutor time observations and learning walks</p> <p>Minutes of multi-agency meetings</p>	
<p>The PSHE programme will support a wider and positive understanding of health and safety issues around students with protected characteristics, for example caring for a family member with a disability or dealing with cyber-bullying / cyber-harassment.</p> <p>The school will promote and monitor uptake of off-site visits and learning activities offered and taken up by students with a disability or other specific medical needs, and by students from different backgrounds of religion, belief or race.</p>	<p>PSHE dept</p> <p>EVC</p>	<p>PSHE programme</p> <p>Visits and Journeys programme and records</p>	<p>Resources</p>
<p>The school will promote and monitor uptake by staff with protected characteristics of internal school responsibilities and pay promotions.</p> <p>The school will promote and monitor uptake of CPD and other training opportunities to all staff with protected characteristics.</p>	<p>Deputy Head</p> <p>Staff Development</p>	<p>Staff salary and responsibilities summary</p> <p>Staff training and professional development log</p>	<p>Resources</p>
<p>The school will continue to develop its cashless payment systems to reduce the possibility of students with Free School Meals to be overtly identified or negatively labelled by others.</p> <p>The school will provide the required financial support to the needs of Pupil Premium students, as appropriate, under the school pupil premium policy.</p>	<p>Principal</p> <p>Finance Officer</p> <p>Director of Premises and H&amp;S</p> <p>Pupil Premium Lead</p>	<p>Uptake of Free School Meals records</p> <p>Pupil Premium budget records</p>	<p>Resources</p>

**Core Equality Aim 4: Annual cycle**

Monitor the impact of the equality and diversity policy to determine its effectiveness, followed by:

- (i) publishing information to demonstrate how the school is complying with its responsibilities
- (ii) preparing and publishing equality objectives

<b>Timescale</b>	<b>Lead staff</b>	<b>Monitoring focus, in relation to the equality duties</b>	<b>Key documentation to be prepared</b>	<b>Governor link</b>
Autumn term	DHT Curriculum; HODs	Achievement	Dept exam review and development plans	Curriculum
	DHT Pastoral; HOYs	Attendance, behaviour and safety	Year Teams annual review and action plan	Pastoral
	HT; Head's PA	Representation of different groups in the staff profile	Staff recruitment analysis	Resources
	Director of Premises and H&S	Buildings and Facilities Accessibility	Accessibility review	Resources
Spring term	DHT Curriculum	Quality of teaching and learning	Lesson observation and learning walk records	Curriculum
	DHT Pastoral; i/c Enrichment	Access to, and uptake of, enrichment	Extracurricular programme analysis	Pastoral
	HT; Head's PA	Staff opportunities - training and access to promotion	Staff UPS and promotion summary	Resources
	Principal Finance Officer	Fair goods and services	Goods & services equality review	Resources
Summer term	SLT; Head's PA	Policy review and update	Staff policy handbook	Full Governors
	DHT Curriculum; HODs	Curriculum accessibility	Schemes of work, calendar	Curriculum
	SENCo	Disability	SEN interventions review	Pastoral

**Core Equality Aim 4: Information to be published annually on the school website**

Monitor the impact of the equality and diversity policy to determine its effectiveness, followed by:

- (i) publishing information to demonstrate how the school is complying with its responsibilities
- (ii) preparing and publishing equality objectives

<b><i>This will demonstrate how the school complies with its equality responsibilities:-</i></b>	<b>Lead staff responsible</b>	<b>Governors</b>
Equality and diversity policy Admissions policy and sixth form admissions policy Complaints procedure School improvement plan	KC DW DW EFB	Full Governors Full Governors Full Governors Full Governors
Teaching and learning policy Sex and relationships policy Examinations policy EAL policy	CMM WS JTP NP	Curriculum Curriculum Curriculum Curriculum
Health and safety policy	IB	Resources
Behaviour policy Anti-bullying policy Attendance policy SEN policy Spiritual, moral, social and cultural policy Working with parents policy Student council policy	CK CK CK JLM/CK KC ADP KC	Pastoral Pastoral Pastoral Pastoral Pastoral Pastoral Pastoral



Staff code of conduct	EFB	Resources
Safe and fair recruitment policy	DW	Resources
Grievance procedure	DW	Resources