

STOCKSBRIDGE HIGH SCHOOL STATUTORY POLICY

Equality Scheme



Responsibility: Head Teacher

Review: Full Governing Body

STOCKSBRIDGE HIGH SCHOOL

EQUALITY SCHEME

EQUALITY DUTY

1. INTRODUCTION

The Equality Act 2010 (the Act), which replaces the previous anti-discrimination laws with a single Act, came into force on 1 October 2010. A key measure in the Act is the public sector Equality Duty, which came into force on 5 April 2011. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The aims of the Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct 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 who share a protected characteristic and people who do not share it.

The protected characteristics under the Act are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

Under the duty, all public sector bodies are required to:

- Publish relevant information regarding our compliance with the duty. We must decide what information is relevant and we can also reference other information, either ours or other publically available data, without the need to reproduce it. This information must be published annually.
- Set and publish equality objectives. These again are to be decided by the school. The objectives must be reviewed every four years and will be done so when this scheme is reviewed.

2. Stocksbridge High School Approach to the Equality Duty

We believe that a measure of the quality of education is the extent to which those who face barriers to learning are able to achieve as well as any other student.

While we recognise that the current reality in the country is that some students with certain characteristics tend to achieve less well than other students, we believe that this does not have to be the case and we are fully committed to eliminating these 'gaps' in experience of education for different children.

We believe that, in order to ensure the best climate for learning and achievement for our pupils, we must create an equitable climate of continuing improvement and development amongst all our staff.

Our mission is that Stocksbridge High School:

- is an organisation in which **equality** is embedded at every level
- is a school where every child and every adult is recognised as an individual, with individual strengths and individual needs
- is a school where **all** learners and **all** staff can achieve their full potential
- is an equal opportunities employer
- has a positive reputation among the public as a responsive and welcoming institution
- works in partnership with other education providers and agencies to ensure a coherent provision for all learners in the community

3. Stocksbridge High School's Equality Objectives

- All students reach their potential
- We promote fair access to development opportunities for all staff
- We seek the views of members of our school community (students, parents, staff and our wider community) in order to inform the school's ongoing planning and review process, so that our priorities reflect the full breadth of our community

These objectives will be reviewed along with the rest of this document as part of the three yearly cycle of governors' review of policies.

Review of these objectives will take into account school priorities generated through the school's ongoing review cycles which are informed by the collection of data including the views of students, parents and members of staff.

4. List of school policies and procedures which relate to equality duty

The following school policies and procedures are relevant to the school's approach to ensuring the aims of the equality duty are met:

- Appraisal Policy
- Anti-bullying Policy
- Behaviour Policy
- Charging & Remissions Policy

Complaints procedure
Curriculum Policy
Leave of Absence Policy & Leave of Absence for Religious Observance Policy
Managing Children and Young People with identified health needs
Pay Policy
Race Equality Policy
Special Educational Needs Policy

When these policies are reviewed, consideration will be given to the aims of the equality duty and more generally to the school's commitment to value all people equally

In order to ensure that this is done, a copy of points 1 & 2 from this document will be included with any of the above policies when they are due for review by governors as a reminder of the need to consider the impact of these policies in promoting equality.

5. Data relating to our adherence to Equality Duty

The following is a list of the data that we will publish annually in line with the Equality Duty:

- Reference to RaiseOnline – relative performance of different groups of students in school
- Summary of behaviour data (inc exclusions) broken down by characteristics
- Report showing the 'makeup' of current staff by characteristic (gender, race, etc) where we have the information.
- Report of specific complaints/incidents of bullying specifically related to age, race, religion, gender or sexuality – this should include a 'nil' response
- Reference to any sections of the school Self Evaluation Form which provide evidence of the way in which we have promoted equality &/or important actions agreed which relate to promoting equality during the year
- Summary as to how we actively promote equality through the curriculum

This information will be published as part of the Headteacher's report to governors at the Summer Term meeting of the full governing body.

In addition, a brief commentary on the above data, summarising evidence of performance in relation to the above headings will be published with this document on the school's website. This summary will not contain specific data as this could enable identification of individuals. Instead, it will be a commentary of the review by governors.