



**GUISELEY**  
**SCHOOL**

A THINKING SCHOOL

## **Equality Information and Objectives Policy**

<b>First Approved on:</b>	Spring 2011
<b>Last Reviewed on:</b>	Autumn 2018
<b>Review Date:</b>	Autumn 2019
<b>Governors' Committee:</b>	Curriculum and Policy
<b>Responsible Officer:</b>	Deputy Headteacher – Curriculum

## **Context**

Guiseley school is fully committed to equality, diversity and community cohesion across all sections of the school community. Our equalities policy and objectives ensure we remain focused on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, increase parental engagement and broaden representation of under-represented groups within all levels of staff and governing body.

By 'community cohesion', we mean working towards a society in which strong and positive relationships exist and continue to be developed in school and the wider community. This is achieved

through shared values which include: the valuing of democracy, rule of law, individual liberty, tolerance and mutual respect of people's background and circumstances; promoting equal opportunities and challenging discrimination, all of which are based on the Equality Act 2010 and are non-negotiable.

These shared values are also recognised in the school core values of Achieve, Respect, Challenge and Care. In addition they can be seen in the shared Co-operative values of the Aireborough Learning Partnership Trust.

## **Protected Characteristics**

Under the provision of the Equality Act 2010 referred to in this document as 'The Act'). It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their;

- ❑ Sex
- ❑ Disability;
- ❑ Race,
- ❑ Gender reassignment;
- ❑ Maternity and pregnancy;
- ❑ Religion and belief;
- ❑ Sexual orientation; and

These are known as the 'protected characteristics'. The Act defines four kinds of unlawful behaviour; direct discrimination, indirect discrimination, harassment and victimisation.

## **Our Objectives**

At Guiseley School we are committed to building a cohesive school community in which we;

- Tackle all types of discrimination;

- Celebrate the diversity within our school and the wider world;
- Promote equality of opportunity and outcome;
- Contribute to the cohesion of the local community and wider society;
- Build good relationships between people of different groups;
- Promote fundamentally the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- Meet our statutory duties under the Equality Act 2010.

## **Our Principles**

Our principles cover six aspects of equality, diversity and community cohesion:

### *Commitment and Engagement;*

We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

### *Ethos;*

We create an ethos which promotes and reflects equality, celebrates diversity, develops understanding and challenges stereotypes and prejudices.

### *Curriculum and Teaching;*

We provide experiences which broaden students' horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching, an inclusive curriculum and wider opportunities for learning and personal development.

### *Tackling Discrimination and Harassment*

We identify and remove all practices which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.

### *Achievement and Progress;*

We have high expectations of everyone involved with the school. We monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all students can reach their full potential.

### *Professional Development;*

We ensure that all staff are empowered to challenge discriminatory behaviour and promote equality, diversity and community cohesion through their teaching and relationships with students, and that governors understand their statutory duties.

## **Achieving our principles**

### *Commitment and Engagement*

- Staff will be invited to contribute to this agenda through regular forums
- ☒Students will be invited to contribute to this agenda through our Student Council
- We will report to Governors on progress towards our Equalities Action Plan
- We will publish our "equality objectives", on our school website
- We will develop our engagement with the local community and our role as part of the Aireborough Learning Partnership Trust.

### *Ethos*

- We will encourage everyone in the school community to have a positive self-image and high self-esteem, so that they may develop their potential.
- We will model relationships which promote respect and value similarities/differences
- We will ensure that issues of equality, diversity and respect for human rights are promoted through our SMSC programme

### *Curriculum and Teaching;*

- We will audit the curriculum for coverage of issues of equality, diversity and respect for human rights, and ensure that all year groups explore these themes across a range of subjects.
- We will provide opportunities for students to explore issues of global equality and citizenship within the curriculum.
- We will provide opportunities for students to meet people from other cultural, religious and social backgrounds, through taking part in trips, visits and activities and visiting speakers.
- We will monitor participation by different learner groups in extra-curricular activities
- We will ensure that the teaching materials we use acknowledge the importance of challenging discrimination and positively reflect the diversity of our society.

### *Tackling Discrimination and Harassment*

- We will systematically record and report all incidents which are discriminatory in terms of race, gender, sexuality or disability, and ensure that these are sanctioned appropriately through the school's Attitude to Learning Policy.
- We will adopt a robust response to all forms of bullying and harassment, in accordance with our "Anti-Bullying Policy".
- We will monitor and report on exclusion rates and the use of other sanctions by ethnicity, gender, Disadvantage (Dis), Children Looked After (CLA) and Special Educational Needs (SEN), as well as the implementation of our rewards strategy.
- We will monitor recruitment of staff by ethnicity and ensure that all job advertisements include an equal opportunities statement.

### *Achievement and Progress;*

- We will monitor data on progress, behaviour and attendance by different learner groups, including by ethnicity, gender, Dis, CLA and SEN.
- Where appropriate, specific support and intervention strategies will be implemented to tackle the causes of under-achievement of individual students.
- Students with capabilities in a heritage language will be encouraged to gain accreditation and will be given appropriate support to do so.

### *Professional Development;*

- We will ensure that all staff are familiar with this Policy.
- We will provide training on equality, diversity and community cohesion for all staff.
- We will ensure that all governors understand their role in supporting this aspect of the school's work, including their statutory duties.

## **Our Vision, Mission & Values**

### **Vision**

To be a thinking school ...

### **Mission**

... everyone is challenged and supported to think deeply, understand the bigger picture, get involved and contribute to our ever-changing world.

### **Values**

We will deliver our vision, mission and strategic plans guided by our core values:

Achieve – We achieve the best outcomes for everyone

Respect – We give respect, we get respect

Challenge – We believe creative thinking flourishes with challenge

Care – We care for everyone in our community

## **Addressing Prejudice Related Incidents**

The school is opposed to all forms of prejudice. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. We will encourage staff and students to report any incidents of concern. If incidents do occur, we will address them appropriately and record the incident.

## **Objectives**

In achieving compliancy with the Act, objectives are reviewed annually. Detailed below are the school's current equalities objectives that sit alongside our 6 principles;

The school aims to continuously improve the implementation of equality related policies and procedures, and to ensure that due regard is always taken of the impact of actions and decisions on students and staff with protected characteristics. The school therefore has established the following objectives for 2017-18:

- (a) To ensure that plans to develop the school vision, core values and accommodation consider the impact on the needs of all students, that those needs are being met and equal opportunities are promoted.
- (b) To raise the attendance levels of Disadvantaged/SEND students compared with levels achieved in 2017-18
- (c) To diminish the difference between the achievement of disadvantaged students and that of non-disadvantaged students nationally in English.

## **Accessibility Plan**

The school will make reasonable adjustments to meet the needs of students, staff and visitors with a disability and implement an accessibility plan aimed at:

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

The school's governors and leadership team will consider equality implications before and at the time that they develop any policy and take decisions.

## **Monitoring and Review**

The implementation of this policy will be monitored annually by the governing body; with reference, but not limited to, student progress data, prejudice related incidents data and stakeholder feedback. This will include monitoring progress towards specific objectives

The policy will be reviewed by the governing body every three years.