



GUISELEY
SCHOOL

A THINKING SCHOOL

Equality Information and Objectives Policy

Approved on:	Autumn Term 2016
Review Date:	27 November 2018
Governors' Committee:	Curriculum and Policy
Responsible Officer:	Assistant Headteacher

Legislation

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 Guiseley 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.

1.3 In order to meet the general duties, listed above, the law requires some specific duties to demonstrate how the school implements the general duties.

These are to:

- Prepare and publish equality objectives. To do this the school will collect data related to the protected characteristics above and analyse this data to determine the focus for the equality objectives.
- Publish our impact statements when objectives are reviewed.
This will include impact assessment against the following functions:
 - o Admissions;
 - o Attendance;
 - o Attainment;
 - o Exclusions; and
 - o Prejudice related incidents.

1.4 The objectives will detail how the school will ensure equality is applied to the functions listed above. However, where the school finds evidence that other functions have a significant impact on any particular group information in this area will be included.

The school also welcomes its duty under the Education and Inspections Act 2006 to promote community cohesion. In Guiseley School, community cohesion means 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.

We also 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.

2. **The Policy**

2.1 The school's Equality Information and Objectives Policy draws together its obligations under current legislation and details how the school is fulfilling the requirements of the Act.

2.2 In formulating the policy and the school objectives the following information will be taken into account:

- a) Student data, RAISEonline, areas identified by Ofsted, examination and subject area tracking data
- b) Feedback from student voice, student council and our evaluation processes (Kirkland Rowell)
- c) Evaluations of in-school activities and events
- d) School Human Resources Data

3. **Our Vision, Mission & Values**

3.1 **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

4. Addressing Prejudice Related Incidents

- 4.1 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.

5. Objectives

- 5.1 In achieving compliancy with the Act, objectives are reviewed annually. Detailed below are the school's current set of overriding equality objectives in the four key areas of accountability.

Objective Group	Objective
Leadership and Management	<ul style="list-style-type: none"><input type="checkbox"/> No students are disadvantaged academically, socially or emotionally.<input type="checkbox"/> All staff take into account the academic and social needs of all children, especially potentially vulnerable children, in undertaking their duties and responsibilities.
Teaching and Learning	<ul style="list-style-type: none"><input type="checkbox"/> All students experience at least 'good' lessons.
Behaviour	<ul style="list-style-type: none"><input type="checkbox"/> Students respect one another.<input type="checkbox"/> Students feel safe and valued.<input type="checkbox"/> Students, staff and parents know that misconduct and gross misconduct will be challenged and appropriate action taken.
Achievement	<ul style="list-style-type: none"><input type="checkbox"/> All students are assessed, monitored and tracked through robust monitoring systems.<input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied.<input type="checkbox"/> Students are able to participate in a full range of extra-curricular opportunities.

- 5.2 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

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

6. Responsibility

- 6.1 We believe that promoting equality is the whole school's responsibility.

- 6.2 The school endeavours to:

- a) eliminate unlawful discrimination and other conduct that is prohibited by The Act

- b) advance equality of opportunity between people who share a protected characteristic and people who do not
- c) foster good relations between people who share a protected characteristic and people who do not

6.3 To this end, measures adopted by the school include:

- (a) implementation of policies including equal opportunities, special needs and/or disabilities, behaviour and anti-bullying
- (b) ensuring that the curriculum includes PSHE, SRE, RE and other elements that promote friendship and understanding about cultures and lifestyles
- (d) employing specialist staff to support students with special needs or disabilities, and implementing the school's disability access plan
- (e) the monitoring of the welfare of students, with intervention and support where required
- (f) taking steps to meet the particular needs of students that have a protected characteristic

6.4 The responsibilities of various elements of the school community are as follows:

Guiseley School Community	Responsibility
Governing Body	<p>To ensure that an appropriate equal opportunities policy is produced and reviewed at least every 3 years.</p> <p>Involve and engage the whole school community in identifying and understanding equality barriers including the setting of objectives to address these.</p> <p>Monitor and evaluate the effectiveness of the equalities information and objectives policy.</p>
Headteacher	<p>To support the governing body in the discharge of their responsibilities.</p> <p>Promote key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to report prejudice related incidents. Ensure that appropriate action is taken if prejudice related incidents occur.</p>
Senior Leadership Team	<p>To support the Headteacher in fulfilling of their responsibilities.</p> <p>Ensure fair treatment and equal access to opportunities within school. Ensure that all staff are aware of their responsibility to report prejudice related incidents. Ensure that appropriate action is taken if prejudice related incidents occur.</p>
Teaching and Support Staff	<p>Contribute to the delivery of successful outcomes for students.</p> <p>Uphold the commitment made the school to students and parents/carers on how they can be expected to be treated.</p>

	<p>Contribute to the delivery of an inclusive curriculum</p> <p>Report prejudice related incidents so that incidents can be reviewed and action taken where necessary.</p>
Parents/Carers	<p>Familiarise themselves with the school's equality plan and support the scheme by promoting a positive attitude towards equality at home.</p> <p>Encourage their child to report prejudice related incidents to a member of staff.</p> <p>Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.</p> <p>Respect and follow the culture of equality when visiting the school.</p>
Visitors	Respect and follow the culture of equality when visiting the school.
Students	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the school on how students and parents/carers, staff and the wider community can be expected to be treated.</p> <p>Report prejudice related incidents to a member of staff.</p> <p>Set a good example regarding behaviour and social awareness to their peers and younger students.</p>

7. The school's specific equality objectives

7.1 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 2016-17:

- (a) To foster an accessible, inclusive and diverse working environment.
- (b) To raise the attendance levels of Disadvantaged/SEND students compared with levels achieved in 2015-16.
- (c) To diminish the difference between the achievement of disadvantaged students and that of non-disadvantaged students nationally in English and Mathematics.

8. Monitoring and Review

8.1 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

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