



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

EQUALITY INFORMATION AND OBJECTIVES POLICY



Document Control

This document has been approved for operation within:	Burnley High School
Date effective from	July 2020
Date of next review	July 2024
Review period	4 years
Status	Statutory - School
Owner	Local Governing Body
Version	1



Contents

1. Aims..... 3

2. Legislation and guidance 3

3. Roles and responsibilities 3

4. Eliminating discrimination 4

5. Advancing equality of opportunity 4

6. Fostering good relations 4

7. Equality considerations in decision-making 5

8. Equality objectives 5

9. Monitoring arrangements 6

10. Links with other policies 7

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Jeff Brunton, Chair of Governors They will:

- Meet with the designated member of staff for equality every two terms and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff, Ms Danielle Ormesher, for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every two terms to raise and discuss any issues



- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September on the INSET day and this is logged and tracked to ensure that all staff complete this annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as



- part of teaching and learning in English. Reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. We also have a senior prefect designated as Equality Senior Prefect. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record via our trip planning software, Evolve, to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: *To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.*

Why we have chosen this objective: It is incredibly important to us as a school that every child achieves their full potential, irrespective of group, gender, whether they are eligible for FSM, SEND, from different heritage groups or CLA.

To achieve this objective we plan to: Closely track and monitor groups at a number of levels, from class teacher to SLT, ensuring that, where gaps are evident, intervention is put in place and further monitoring continues to ensure those gaps are closed in line with national.

Progress we are making towards this objective: In progress (continual objective)

Objective 2: *To reduce the incidents of the use of homophobic, sexist and racist language by students in the school.*

Why we have chosen this objective: Although the use of homophobic, sexist and racist language is minimal, we want it to be reduced even further to ensure that all students are aware that this language is inappropriate and why it is inappropriate.

To achieve this objective, we plan to: Deliver training to staff and students through drop-down days, personal development, curriculum time and staff training. Through tracking of incidents to ensure the number of incidents is decreasing and through information, restorative meetings should this language be used.

Progress we are making towards this objective: In progress

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: It is vital that all involved in recruitment have either face-to-face or online Safer Recruitment training as well as equal opportunities to ensure that staff involved have a good understanding of the legal requirements.

To achieve this objective we plan to: Identify which staff this is likely to apply to, source training and log and track when training is done, ensuring the training record is kept up to date.

Progress we are making towards this objective: In progress

Objective 4

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by December 2020, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: It is vital that potential staff recognize that we are passionate about addressing the under-representation of people with disabilities in the school workforce.

To achieve this objective we plan to: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by December 2020.

Progress we are making towards this objective: In progress

Objective 5

To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective: It is important to us that all groups of students are involved in the extra-curricular life of the school and are able to access these opportunities.

To achieve this objective we plan to: Ensure that all clubs are accessible and are promoted with all groups of students as well as ensuring this is tracked and monitored, with intervention taking place when needed.

Progress we are making towards this objective: In progress

9. Monitoring arrangements

The Governing Body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Admissions policy
- All employment policies