



Archbishop Temple School

A Church of England Specialist College

EQUALITY OBJECTIVES

Date Agreed : June 2020

To Be Reviewed : June 2021

Name of Policy: Equality Objectives

Sub-Committee Responsible: Governors' Pastoral, Community & Chaplaincy (PCC) Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

Equality Objectives: 2017 – 2020

The Equality Act aims to make sure that people with certain characteristics are protected from discrimination. The nine protected characteristics/groups are:

1. Age (as an employer but not applicable to pupils)
2. Disability
3. Sex
4. Gender reassignment
5. Race
6. Pregnancy and maternity
7. Religion or belief
8. Sexual orientation
9. Marital or Civil partnership status

In line with our duties under the Equality Act, we are assessing our existing practices in relation to equality and considering objectives to help us improve further. These are our objectives for 2017-2020:

Objective	Actions	Success criteria	Time scale	Monitoring process	Who
To foster good relations further between different communities linked to the school.	Increase the number of visits to places of worship of other world faiths, and continue to develop links with Preston Muslim Girl's School.	Pupils have the opportunity to visit places of worship connected with other world faiths and in so doing meet and interact with members of different faith communities	Annually	Reports of trips to local places of worship to the PCC governing body sub committee	DTi/ RE dept
To develop mutually beneficial partnership links with schools in different	To use the links which we are developing as MFL hub to find partners in different countries.	Meaningful partnerships have been developed with schools in other countries	Ongoing	Staff impact group to lead this work monitored by PCC governing body sub	SLT/ MFL staff

parts of the world, so that pupils' knowledge and understanding of themselves as global citizens is enriched (SIAMS action point)	Further develop the links established with schools in Kenya Bangladesh and South Africa to promote cultural awareness. Involve pupils in making the initial contacts with the school.	Pupils are benefitting from these partnerships Pupils are better able to articulate their knowledge and understanding of themselves as global citizens		committee	GC
To develop pupils understanding and awareness of the impact of disability of all forms.	Re-establish links with Andrew Walker MBE – a friend of the school and motivational speaker and diversity consultant with a level C4/C5 spinal cord injury. Organise motivational talk for Year 11 and investigate opportunities to integrate into PSHE work for the rest of the school.	Pupils are inspired and informed and have the opportunity to speak with someone living with a significant physical disability.	Annually		MB
To increase the accessibility to the building as a learning environment for those with disabilities.	Improve the access around the building for people with physical disabilities. Seek to work with planners and Diocesan officials to invest in the infrastructure of the building to improve disability access to different levels of the building. Resolve the access issues in accordance with the accessibility plan.	Handrails are fitted to all stairs Some of the areas accessible only by stairs are made accessible by lifts etc	Annually	GB Fabric and Finance committee Pupil feedback re movement around the school.	New HT
To ensure better transition for pupils with hearing or visual impairment	To ensure the development of the good links we already have with 6 th form providers, to ensure that pupils transferring from ATS have extra opportunities to visit the colleges and meet specialist staff prior to transition To organise training for ATS teachers to better understand and respond to the needs of children with HI or VI in their lessons.	Pupils report several additional meetings at local 6 th form colleges Staff training organised to allow staff to better understand the needs of HI or VI pupils		Pupils Voice activities Report on training received to Personnel governing body sub committee	GC/ AG

<p>To ensure that the diversity of different groups within the school reflects the school population as a whole</p>	<p>To continue the work of the Changing Composition Group to ensure that the school's diverse populations is reflected in the positive and negative participation across the schools. Positive participation would include acting as prefects, membership of the school council, participation on trips, visits etc. Negative participation would include detentions, exclusions, negative points on classcharts etc When recruiting staff, seek to improve the diversity of the staff. When recruiting governors, seek to improve the diversity of the governors.</p>	<p>CCG monitors positive and negative participation and reports to PCC governing body sub committee. The staff becomes more racially diverse, monitored by the Personnel governing body sub committee. The governing body becomes more racially diverse, monitored by the Strategic group of the governing body</p>	<p>Annually</p>	<p>Attendance list and minutes/ notes of meetings</p>	<p>MB New HT JA</p>
<p>To support children understand the diversity of sexual orientation</p>	<p>Ensure good resources about the diversity of sexual attraction are available and well delivered through the PSHE programme Signpost children coming to terms with their sexuality to appropriate professional support, if needed Further develop the culture of the school where individualism is welcomed and celebrated Deal robustly with any homophobic bullying, if it occurs</p>	<p>A good PSHE programme delivered by confident staff Good links with appropriate professionals able to offer good support to children, as needed Lots of "magic and sparkle" events across the school. Pastoral system continue to deal quickly and effectively with bullying</p>	<p>Annually</p>	<p>Monitored through the PCC sub committee of the governing body PCC monitoring informed by Pupil Voice</p>	<p>IB CP MB and pastoral team</p>

<p>To support women through pregnancy and beyond to fulfil their career aspirations</p>	<p>Consider adjustments that can be made to the working conditions and the school's organisation to develop ways in which the school can be more responsive to flexible working requests</p>	<p>The school has undertaken an honest review of its staffing practices to ensure we are making flexible working as straightforward as possible</p>	<p>Annually</p>	<p>Monitored through Personnel subcommittee of the governing body</p>	<p>New HT/IB /JA</p>
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