

Equality duty

The equality duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

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

For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services; it is included however in relation to staff

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- 1. Remove or minimise disadvantages**
- 2. Take steps to meet different needs**
- 3. Encourage participation when it is disproportionately low.**

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty. This is set out below in the equality statement.
- To prepare and publish one or more specific and measurable equality objective. This document is called Equality objectives, and is in the policy section of the website.

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.

School Statement on Equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language. Legal framework We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We 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.

Guiding principles

Our approach to equality is based on the following key principles of:

- Providing effective and engaging teaching, encouraging the highest achievement for each child.
- Nurturing the spiritual development of all members of the school community, reflecting our Christian ethos, and promoting mutual respect and responsibility.
- Valuing the contribution each child makes to the life of the school and taking account of individual's needs.
- Promoting an ethos of excellence for all, in a caring and Christian setting.
- Fostering a sense of community and self-discipline where children and adults treat each other with respect and courtesy; and encouraging children to carry these skills and values with them beyond the school family.
- Encouraging all our children to take risks, aim high and challenge themselves.

Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying

We also ensure that information about our responsibilities under the Equality Act are included in our school prospectus, school web site and newsletters where appropriate.

In practice

Archbishop Temple is an inclusive school, and we use the curriculum and teaching to enhance the self-esteem of all those the school serves and to provide a learning environment in which each individual is encouraged to fulfil their potential. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adapt future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the data suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil attainment. School performance data is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance, we also regularly monitor a range of other information. This relates to:

- Attendance – absence, both authorised and unauthorised
- Exclusions and truancy
- Racism, disability discrimination, sexism, homophobia, HBT discrimination and all forms of bullying including HBT bullying
- Participation in extended learning opportunities
- Parental involvement

Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements. We are also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of the community in order to respect and respond to the needs of our school population. Due regard is given to the promotion of equality in the School Improvement Plan.

To advance equality of opportunity between different groups, our actions include:

- Ensuring all pupils' learning needs, including the more able, are met by carefully planned, delivered and assessed lessons and sequences of lessons
- Taking account of the performance of all pupils when planning for future learning and setting challenging
- Analysing assessment, attendance and other relevant information to ensure action is linked to any patterns or impact as a result of this
- Ensuring a high priority given to the provision for pupils with special educational needs and/or a disability.
- Providing access to services, facilities and information for parents, children and families

Note: • As a Church of England Academy, an essential criteria for senior appointments is Church commitment in order to provide the necessary spiritual leadership. However this does not apply for all staff appointments.