



Equality Policy

Ref: S009

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Document Control	
Title	S009 Equality Policy
Date	September 2019
Supersedes	S009 CHS Equality Policy adopted May 2016
Amendments	<ul style="list-style-type: none"> • Complete re-draft following One Education Standard Policy Document. • Document control panel added. • Policy adapted to reflect new MAT structure.
Related Policies/Guidance	<p>The Policy has been written to comply with the obligations placed on all schools and academies under the Equality Act 2010 to provide equality information and to prepare and publish equality objectives in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011.</p> <p>References to equality considerations appear in a number of school policies. These include the school's:</p> <p>A006 Admissions Policy S004 Behaviour Policy P006 Recruitment policy P016 Flexible Working Requests Policy P020 Disciplinary Policy C016 Special Educational Needs Policy S017 Safeguarding Policy</p> <p><i>And the current School Development Plan</i></p>
Review	2 years
Author	Andy Park/Zoe Morris
Date consultation completed	
Date adopted by Governing Body	

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Under the public sector equality duty, all schools must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school in relation to the provisions of this policy or in relation to its application.

This policy has been adapted from one produced by One Education's HR and People service. Email: hrpeople@oneeducation.co.uk Website: www.oneeducation.co.uk

1. Introduction:

- 1.1 Schools and academies are required to publish information to show how they are complying with their Public Sector Equality Duty under the Equality Act 2010 (“the Act”) and to prepare and publish equality objectives under the Equality Act 2010 (Specific Duties) Regulations 2011. This policy and guidance document details the school’s approach and commitment to equality and provides information on how the school is complying with its general and specific equality duties. As part of its commitment to equality, this policy also provides guidance on the types of behaviour which are unlawful under the Act and on the protected characteristics referred to in the Act.
- 1.2 This policy takes into account the provisions of the Department for Education’s non statutory advice for schools on the Equality Act 2010 and also the Employment Statutory Code of Practice on the Equality Act 2010 produced by the Equality and Human Rights Commission (EHRC). This policy also takes into account the provisions relating to equality in the Ofsted inspection framework 2015. The framework places a strong focus on actively promoting equality and diversity, tackling bullying and discrimination, narrowing any gaps in achievement between different groups of children and learners and actively promoting British values. It also makes clear that schools will be assessed in relation to compliance with their duties under the Act and the Human Rights Act 1998 and on the extent to which they promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics.
- 1.3 This policy also acknowledges the guides on equality produced by ACAS in August 2015, the guidance documents for schools produced by the EHRC and the standards of international human rights as expressed in the Human Rights Act 1998, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.
- 1.4 This policy will inform the School Development Plan and will enable the school to demonstrate how promoting equality and eliminating discrimination can help to raise standards, ensure that equality and diversity are part of the school’s core business both as a school and an employer and ensure that the school’s commitment to ensuring its position as a provider of the highest quality education supports the school’s equality objectives.
- 1.5 This policy is the key school document for information about equality. It brings together all the school’s previous policies, schemes and action plans around equality.

2. Scope:

- 2.1 This policy applies to all members of school staff (not just employees), to students and to school governors/trustees. It provides guidance and information for parents, carers, school visitors and other members of the wider school community and sets out the school’s expectations and required standards of behaviour with regard to equality issues.

3. Key Principles:

3.1 In fulfilling its obligations under the Act and when carrying out its duties as detailed in this policy, the school will be guided by the following key principles. The school will be guided by the key principles in the application and implementation of all its policies, procedures and practices.

- **Principle 1 - All members of the school community are of equal value and should be treated with dignity and respect.** Every member of the school community is of equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. All individuals are entitled to be treated with dignity and respect and should treat others in the same way.
- **Principle 2 - The school recognises respects and values difference and diversity.** Treating people equally does not necessarily mean treating them all in the same way. The school will take account of differences and the kind of barriers and disadvantages which people may face in relation to protected characteristics. The school will make reasonable adjustments to arrangements or practices in relation to disability including the provision of any necessary auxiliary aids and services. The diversity of people's backgrounds and circumstances should be appreciated and valued. Diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.
- **Principle 3 – The school will actively promote British values.** The school will ensure that equality of opportunity and recognition of diversity is promoted and that students respect others and are well prepared to contribute to wider society and life in modern Britain. The fundamental British values are democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- **Principle 4 - The school fosters positive attitudes and relationships.** The school intends that its policies, procedures and activities should actively promote positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other. The school will take action to prevent and tackle discriminatory and derogatory language, including language that is derogatory about disabled people, homophobic or racist.
- **Principle 5 - The school observes good equalities practice for all members of staff.** The school will ensure equality of opportunity in all aspects of employment including in recruitment, promotion and continuing professional development. The school's policies and procedures for employees and potential employees will take into account equality considerations including any relevant exemptions or exclusions.
- **Principle 6 - The school aims to reduce and remove inequalities and barriers which may already exist.** In addition to avoiding or minimising possible negative impacts in

its policies and practices, the school will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers which may already exist in relation to certain groups with protected characteristics.

- **Principle 7 - The school will consult and involve widely in relation to equality issues.** When tackling equality issues, the school will consult and engage with those affected by its decisions and where possible, with those people who have special knowledge who can inform the school's approach. The school will take into account the views of stakeholders in the implementation and the review of this policy and in particular in relation to the school's equality objectives.
- **Principle 8 - The school will address bullying and prejudice motivated incidents.** The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. The school will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to members of staff to ensure they are aware of how to identify and to deal with such incidents.
- **Principle 9 - The school fosters a shared sense of cohesion and belonging and intends that its policies and procedures should benefit society as a whole.** The school will strive to ensure that all students, members of staff and school governors feel a sense of belonging within the school and within the wider school community and that they feel respected and are able to participate fully in school and in public life. The school intends that its policies and procedures should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in public life of all individuals from all groups including those with protected characteristics.

3.2 The school will take all reasonable steps to ensure that students, members of staff, governors/trustees and members of the wider school community are aware of and conduct themselves in accordance with the Key Principles.

4. Roles and responsibilities:

4.1 The Governing Body is responsible for:

- ensuring that all governors are aware of their responsibilities under equality legislation;
- having due regard to the school's general equality duty when making decisions;
- ensuring that this policy is implemented by the Headteacher;
- regularly monitoring equality issues and reviewing the impact of this policy;
- ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment;

- ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than four years;
- ensuring that equality information is published on an annual basis;
- monitoring the achievement of equality objectives.
- promoting British values.

4.2 The Headteacher (with support from the Senior Leadership Team) has responsibility for:

- making sure this policy and any related policies and procedures are implemented in school;
- appointing a senior member of staff to assume day to day responsibility for coordinating the implementation of this policy and for monitoring outcomes;
- ensuring the school's equality objectives are published and actively pursued;
- monitoring how and whether the school's equality objectives are being met;
- producing information for students, staff and governors about the school's equality objectives and how they are working;
- ensuring reasonable adjustments are made in relation to disability, with regard to students, staff, parents, carers and visitors to the school;
- ensuring that the school follows its Disability Accessibility Plan;
- making sure that this policy (and any other policies through which the school addresses equality matters) are published and are readily available to governors, staff, students, parents, carers and the wider school community;
- making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out;
- ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any of the protected characteristics;
- ensuring that members of staff and students are aware of the procedure for reporting and following up bullying and prejudice-related incidents;
- promoting British values.

4.3. All members of staff are responsible for:

- being aware of their responsibilities under the Act and this policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- keeping up to date with equality legislation relevant to their work;
- highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities;
- promoting equality of opportunity and good relations and not discriminating on any grounds;
- fostering good relations between groups with protected characteristics and those without protected characteristics;
- dealing fairly and professionally with any bullying and discriminatory incidents;
- being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour;
- promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

- 4.4 Students must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:
- promote equality, inclusion and good community relations;
 - challenge inappropriate language and behaviour;
 - tackle bias and stereotyping;
 - work to promote anti bullying strategies;
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
 - regard people of all faiths, races and cultures with respect and tolerance;
 - support the school's approach and commitment to equality and comply with the provisions of the Act and this policy.
- 4.5 Visitors (including parents, carers and contractors) are expected to:
- support the school's approach and commitment to equality and to comply with the provisions this policy;
 - refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

5. The Equality Act 2010

- 5.1 The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.
- 5.2 As part of the school's commitment to eliminating conduct prohibited by the Act, guidance on the provisions of the Act (and how those provisions apply to schools) is contained in Appendix A. The guidance provides information about the types of behaviour which are unlawful under the Act and information about the characteristics which are protected under the Act.

6. The Public Sector Equality Duty

- 6.1 The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.
- 6.2 Guidance on the Public Sector Equality Duty and the specific equality duties and how they apply to schools is contained in **Appendix A**.
- 6.3 Information in relation to how the school is complying with its general and specific duties is detailed below and in the Appendices referred to. In particular:

- examples of how the school has due regard to the three strands of its general duty are set out in **Appendix B**;
- details of how the school complies with its duties in relation to disabled students and members of staff are included in **Appendix B**;
- the school's current equality objectives are detailed in **Appendix C**;
- details of the school's accessibility planning are contained in **Appendix D**;

6.4 To assist with the duty to have due regard, the school will assess the equality implications in relation to all new policies, procedures and projects. This will help the school to ensure that it is not unlawfully discriminating against certain individuals or groups and that the school is ensuring that diversity, equality and inclusion run through all areas of school life.

6.5 The Governing Body and the school's leadership team will keep written records of all relevant decisions and actions including notes of Governing Body meetings, senior leadership meetings, staff meetings, school council meetings.

6.6 The school's equality objectives are specific and measurable and have been arrived at as a result of consultation with stakeholder representatives. The school will monitor and review its equality objectives in consultation with stakeholder working groups / forums as appropriate.

6.7 Information will be published on the school's website, including details of staff and governor training on the Act to demonstrate how the school is complying with its general duty. The school's website provides links to important equality information including a link to this policy and to the school's current equality objectives.

7. Recruitment and training

7.1 All members of school staff who are involved in recruitment will receive appropriate training on equality issues. Further Information about staff recruitment is contained in the school's Recruitment Policy. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Act apply.

7.2 In accordance with provisions in the Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and in all cases, any health related questions will be targeted, necessary and relevant to the job applied for.

7.3 The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

8. Monitoring and review

- 8.1 The school will review this policy annually and will ensure that the views of stakeholder working groups / forums are sought in relation to the ongoing development and review of this policy.
- 8.2 The school will evaluate the success of the school's equality work using quantitative and qualitative data and by the extent to which the school achieves improved outcomes for different groups.
- 8.3 An analysis of equality data will inform discussions about the school's equality objectives and the school will regularly monitor whether and how the school is meeting its objectives.
- 8.4 The school will monitor and will regularly review all policies, procedures and practices to ensure compliance with the Act and will assess whether any changes need to be made.

9. Availability of equality information

- 9.1 The school will take all reasonable steps to ensure that the whole school community knows about the school's commitment to equality and is aware of the school's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school's website.
- 9.2 This policy is available:
 - on the school website;
 - on Every – the online compliance system which can be accessed by all staff
 - on the staff shared resource area;
 - as part of the school's induction process for new staff;
 - as part of equality training for existing staff.
- 9.3 Although this policy is the key document for information about the school's approach and commitment to equality, further equality information is included on the school's website and in the school prospectus. There are references to the school's equality duties and obligations in other school policies including, but not limited to the school's Recruitment Policy, Behaviour Policy, Admissions Policy, SEN and anti-bullying policies, and Flexible Working Requests policy.

10. Dealing with breaches

- 10.1 Equality is a matter which is high on the school's strategic agenda. The school takes breaches of the Act and of this policy seriously. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of

discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.

- 10.2 The school will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Headteacher (or Governing Body, as appropriate) in accordance with the relevant school policy/procedure.
- 10.3 Where appropriate, discriminatory acts will be dealt with as misconduct under the school's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice.

Appendix A: Guidance on the Equality Act 2010

(a) An overview:

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their students and potential students, and in limited circumstances, former students. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to students, schools must not discriminate against, harass or victimise a student or potential student in relation to admissions, in the way education is provided, in the way students are provided with access to any benefit, facility or service and by excluding a student or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Prospere Trust Board through the Local Governing Body. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, students or members of the public.

(b) Types of unlawful behaviour and protected characteristics:

Types of unlawful behaviour under the Act are:

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

The protected characteristics under the Act are:

- age,
- disability,
- race,
- religion or belief,
- sex,
- sexual orientation,

- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity.

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of **age, marriage and civil partnership do not apply to students**. It is not a breach of equality law therefore for schools to admit and organise students in age groups and to treat students in a way that is appropriate to their age.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

Indirect discrimination occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be: maintaining academic or other standards or ensuring the health, welfare and safety of students.

Discrimination can include **associative discrimination** (when a person is treated less favourably because of their association with someone who has a protected characteristic) and **perception discrimination** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Harassment has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

(c) Additional provisions relating to disability:

With regard to disability, there are two further types of unlawful behaviour, these are:

- Discrimination arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

Discrimination arising from a disability is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The **duty to make reasonable adjustments** now extends to a **duty to provide auxiliary services and aids**. The duty to make reasonable adjustments means that where something a school does places a disabled student or member of staff at a disadvantage compared to other students or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled students and disabled members of staff more favourably than non-disabled students or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with students and members of staff without disabilities.

Schools must also carry out **accessibility planning** for disabled students and members of staff under the Act. With regards to students, schools must implement accessibility plans which are aimed at increasing the extent to which disabled students can participate in the curriculum; improving the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled students. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

(d) Positive action and positive discrimination:

New provisions in the Act allow schools to take positive action in relation to students and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is **not** the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

(e) Exceptions and exclusions:

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all students and should ensure that all students have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewelry and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

(f) The Public Sector Equality Duty and supporting specific duties:

The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have **due regard** to the need to:

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;
- foster good relations across all characteristics.

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:

- publish information to demonstrate how they are complying with their general duty;
- prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives can be found in Appendix C.

Appendix B: How the school is complying with its general duty

1. What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in this policy which is available to all members of the school community through a variety of sources;
- The school's Equality Policy and equality issues in school are monitored by the school's Governing Body and by the Headteacher;
- The school provides training to staff and governors about their responsibilities under the Act and about equality issues. Details of the most recent training can be found on the school website;
- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for students, staff and visitors to the school;
- By planning ahead, the school will ensure where reasonably possible that all students are able to take part in all the activities in school including extra-curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of students with protected characteristics. A record will be made of any equality considerations and will be published on the school website as appropriate;
- Equality considerations are taken into account in all school policies;
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure;
- The school is committed to ensuring students understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps students understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively promote equality,

diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

2. What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The school collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the Ofsted Common Inspection Framework. This information will help the school ensure that students are achieving their potential, the school is being inclusive in practice and that trends are identified which will help to inform the setting of the school's equality objectives;
- The school will publish attainment data which shows how students with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed, the Analyse School Performance (ASP) report, from the DfE will be used as this contains much detailed analysis by relevant characteristics;
- The school will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups. This information can be found on the school's website;
- The school will collect and analyse information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The school will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The school will encourage students with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and students from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The school is an accessible school, it has designated accessible parking bays, accessible toilets and lifts within the building;
- The school is fully aware of the dietary requirements of ethnic groups within school and caters for all of our students taking into account equality issues;
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school will use a range of teaching strategies that ensures it meets the needs of all children;

- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

3. What the school is doing to foster good relations across all protected characteristics.

- The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through Respect/PSHE and citizenship and across the curriculum;
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The school includes the contribution of different cultures to world history that promote positive images of people;
- The school provides opportunities for students to listen to a range of opinions and empathise with different experiences;
- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The school includes equality matters in the Newsletters to parents and carers;
- The school will review relevant feedback from the annual parents' questionnaires and from parents' evening, parent-school forums, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The school will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, Respect/PSHE lessons, and whole school surveys on children's attitudes to self and school.

Appendix C: How the school promotes equality through the curriculum for all students

Curriculum: Respect Curriculum

All Year 7- receive at least one hour per half term of Respect within the English Oracy Curriculum. Topics covered; discrimination, relationships, sex education, internet safety and community. All Year 8-10 receive one hour per week of Respect and study topics such as, sex education, radicalisation, prejudice, equality, first aid, knife crime, FGM and community, influence of the media etc.

Curriculum: Arts

All students in Year 7 and 8 receive one hour per week of Art, Dance, Drama and Music. 100% of student's study topics in Drama and Dance on bullying, discrimination, influence of the media etc. allowing them to express their personal opinion in a creative way in a safe and supported environment.

Enrichment Curriculum: Extra-Curricular

All students are invited to attend our extensive extra-curricular programme with over sixty clubs available to students, this includes wellbeing sessions, social action clubs and more traditional clubs like Badminton and Choir.

Enrichment Curriculum: ELE Days

To ensure equality, during ELE days PP students are given priority for educational visits. For example, in the summer term, 87% of Year 9 PP students attended at least one trip. 100% of students in Year 7 and 8 had an opportunity to choose their own ELE day and explore life in different Arts industries, 100% of Year 9 students have access to an enterprise day to develop skills for life and 100% of Year 10 students had an opportunity to attend at least one College during their ELE day.

Enrichment Curriculum: Educational Visits

We have a policy to ensure that the large majority of trips include at least specific percentage of disadvantaged students. There are many experience trips and experienced that are targeted for students from disadvantaged backgrounds to ensure that the receive opportunity and enrichment.

Enrichment Curriculum: Arts

In 2018/2019, 100% of students in Year 7 and 9 had an opportunity to experience a piece of live theatre focusing on sensitive issues; the dangers of social media and Extremism and Radicalisation. In 2019/2020, 100% of students from Year 7 to Year 10 will have an opportunity to develop their understanding of issues such as child sexual exploitation and hate crime through engagement with a theatre production.

Enrichment Curriculum: Pastoral Curriculum and Community

All students from every year group have an opportunity to take part in community projects outside the classroom through their Pastoral Curriculum and through Personal Learning Journey. This is integrated within form tutor time to allow students to take part in our CHS Community Pledge to show kindness, raise awareness of different charities and fund raise to develop their qualities of success and skills for life.

Enrichment Curriculum: Events

All students are invited to lead and take part in a range of events that promote equality outside the classroom:

- Choose Love Show, Help Refugees
- We Stand Together Week
- International women's day
- Pride evening (Stonewall and Proud Trust)
- Black History Month
- The Great Get Together

Appendix D: The school's current Equality Objectives

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and the wider school community on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities, our cooperative values and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

For 2019-2020, our Equality Objectives are:

- To continue to provide a school environment that welcomes, protects and respects diverse people.
- To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.
- To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Specific tasks relating to these objectives can be found within the School Development Plan.

How the school has developed its objectives:

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the school's needs and are achievable;
- The objectives are integrated into the school improvement plan;
- The school will publish its objectives on the school's website;
- The school will report annually to the Governing Body on progress towards achieving the objectives;
- Evidence will be published on the school website of the steps being taken and the progress towards meeting these objectives;
- The objectives will be reviewed annually and will be updated at least every four years.

How our school equality objectives will be met: Links to the current School Development Plan

Equality Objective	Priority	Strategy Summary	Timescale	SLT Lead
To continue to provide a school environment that welcomes, protects and respects diverse people.	SDP 1.2	<p><u>COLLABORATIVE LEARNING COMMUNITY</u></p> <ul style="list-style-type: none"> The staff continue to develop as a highly professional collaborative learning community. Staff wellbeing enable all staff to flourish. 	By Jul 20	GWl
	SDP 1.3	<p><u>COMMUNICATES CLEARLY</u></p> <ul style="list-style-type: none"> Improve communication to parents for inclusivity and to further parents' engagement especially for hard to groups. 	By Jul 20	AHE
	SDP 4.1	<p><u>READY, RESPECTFUL, SAFE</u></p> <ul style="list-style-type: none"> To promote an ambitious vision for outstanding behaviour across our school community using BE READY, RESPECTFUL, SAFE. A culture of rewards is embedded. 	By Jul 20	CHR
		Application for the Rainbow Flag Award and the Rights Respecting Accreditation will enable the school to review its current position.	By Jul 20	CPH/MST
To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.	SDP 2.2	<p><u>ENRICHES</u></p> <ul style="list-style-type: none"> To review the opportunities, accessibility and effectiveness of learning beyond the classroom, ensuring that all students have an enhanced offer The Curriculum Leadership report monitors and evaluates extra-curricular activities, educational visits and engagement with our local community. A cultural capital programme runs through the formal curriculum and all aspects of school life to address cultural and contextual background learning to enrich student understanding. Disadvantaged students/SEND/students from different heritage groups. address gaps in cultural development and social literacy through targeted provision. 	By Jul 20	RQU/ JDA
			By Jul 20	RQU/ JDA
				By Jul 20

	SDP 2.3	<p><u>CHALLENGES</u></p> <ul style="list-style-type: none"> To continue to embed academic rigour into all subject areas, enabling us to develop students who embrace challenge and achieve at the highest levels. 		
	SDP 2.4	<p><u>PERSONALISED</u></p> <ul style="list-style-type: none"> To further develop strategies and provision that enables our students with diverse and complex needs to succeed. A dedicated Key Stage 3 provision is developed to support those students who struggle to meet the demands of transition due to social, emotional or mental health issues. The Key Stage 4 curriculum offer is reviewed to ensure that we deliver a curriculum to ensure that those students with diverse needs are well equipped for the further success and happiness. To develop an option subject that enables students to develop as resilient learners. To review the LAPS curriculum offer. 	By Jul 20	AGI CLs
	SDP 3.1	<p><u>PROMOTE INDEPENDENCE</u></p> <ul style="list-style-type: none"> To develop a culture where all students are developing healthy study habits that enable them to be proactive, curious and motivated learners that extend their learning. A strategy to support PP students in developing healthy study habits is put into place. Key Stage 3 Achievement action plan which includes a key focus on vulnerable learners is developed, delivered and evaluated. 	By Jul 20	SWI
			By Jul 20	SWI
			By Apr 20	JDA
			By Dec 20	SHG
			By Apr 20	JDA/SWI
	SDP 3.2	<p><u>ORACY</u></p> <ul style="list-style-type: none"> A whole school oracy framework is developed with students following a progressive learning journey from Year 7-9. 'Word rich' classrooms are developed through a strategic approach. 	By Jul 20	CWI/AGO /JSA
			By Jul 20	PBG/AHE /CLS
				GWI

		compliant.		
To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.	SDP 4.2	<p><u>SOCIALLY RESPONSIBLE</u></p> <ul style="list-style-type: none"> Students engage and contribute positively with their local, national and global communities to make a positive difference to community cohesion within the school community, local community and beyond The Chorlton Community Pledge is understood and championed by all stakeholders. Community partnerships reflect the core values of the school. Community events enable students to work proactively with different community partners. To gain UNICEF Rights Respecting Schools status Links with the community and business enrich students understand of and contribution to the community. The development of ‘meaningful encounters’ in CEIAG in each subject further develops our community partnerships. 	By Jul 20	RQU/CLs
	SDP 4.4	<p><u>LEAD</u></p> <ul style="list-style-type: none"> Leadership development is systematically embedded across Year groups to enable students to lead learning in tutor time and in lessons. Accredited leadership programmes are established and students thrive. Students play a leading role in developing opportunities and facilities for social development. 	By Jul 20	AHe/CWI /AGO
To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.	SDP 4.1	<p><u>4.1 READY, RESPECTFUL, SAFE</u></p> <ul style="list-style-type: none"> Continue to promote an ambitious vision for outstanding behaviour across our school community using BE READY, RESPECTFUL, SAFE. Ensure consistent and effective implementation of rewards policy The pastoral support systems enable early identification of barriers to 	By Jul 20	CHR / SAU

		<p>learning or positive social interaction with effective implementation of strategies.</p> <ul style="list-style-type: none"> • Refine approaches to early identification of ‘Hard to Reach’ students <p><u>4.2 SOCIALLY RESPONSIBLE</u></p> <ul style="list-style-type: none"> • Students play a positive proactive role in our school, local and global communities. • Learners are self-aware and can adapt their behaviour appropriately in different learning and social situations. • Students are considerate and empathetic in their relationships with others 	<p>By Jul 20</p>	<p>CHR RQU/AHE CWI/AGO</p>
<p>To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.</p>	<p>SDP 4.1 SDP 4.1 SDP 4.2 SDP 4.4</p>	<p><u>DIAGNOSTIC & DIFFERENTIATED</u></p> <ul style="list-style-type: none"> • Review curriculum space and accessible provision. <p><u>READY, RESPECTFUL, SAFE</u></p> <ul style="list-style-type: none"> • Further develop student attitude toward school environment. <p><u>SOCIALLY RESPONSIBLE & LEAD</u></p> <ul style="list-style-type: none"> • Develop and promote the CHS Sustainability Strategy. • Students play a leading role in developing opportunities and facilities for social development. <p>Engage with an external adviser on the further support for students with a visual impairment to happen throughout 2019-2020.</p>	<p>By Jul 20 By Jul 20 By Jul 20</p>	<p>SWI/MM A CHR/SAU SWI CHS/PBG /MSC</p>