



**GUISELEY  
SCHOOL**

# **EQUALITY POLICY**

<b>Approved on:</b>	Spring 2020
<b>Last Reviewed (annual):</b>	Autumn 2020
<b>Full Review Date:</b>	Summer 2021
<b>Governors' Committee:</b>	Full Governing Body (Equalities Governor)
<b>Responsible Officer:</b>	Headteacher

## 1. Introduction

At Guiseley School we share a commitment to equality, diversity and community cohesion across all sections of our school community. This Equalities Policy, our Equalities Action Plan (appendix B) and our ongoing monitoring aim to help us focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, increase parental engagement and broaden representation of under-represented groups within all levels of our staff and governing body.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of:

- Age (*as appropriate for schools*);
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Sex;
- Sexual orientation

We also welcome our responsibility under the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

## 2. Guiding principles

In fulfilling our statutory duties, we are guided by seven principles.

Principle 1: all members of Guiseley School and wider community are of equal value  
We see all members of Guiseley School and wider community of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture or national origin
- Whatever their gender identity and sexual identity
- Whatever their religious or non-religious affiliation or background
- Whatever their age

#### Principle 2: we recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender identity, including transgender people;
- Sexual identity/orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay and bisexual people are recognised;
- Religion belief or faith background;
- Age (where appropriate)

#### Principle 3: we foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- Mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- Promote positive intergenerational attitudes and relationships

#### Principle 4: we will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support Guiseley School's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, or national origin;
- Whichever their gender and sexual orientation and with full respect for legal rights relating to pregnancy and maternity; and
- Whatever their age

#### Principle 5: we aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Girls and boys, women and men;
- Lesbian, gay, bisexual, heterosexual and transgender people; and
- Age (where appropriate)

Principle 6: we consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- Disabled people as well as non-disabled;
- People from a range of ethnic, cultural and religious backgrounds;
- Both women and men, and girls and boys;
- Lesbian, gay, bisexual, heterosexual and transgender people; and
- People of different ages and generations

Principle 7: we feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled;
- People of a wide range of ethnic, cultural and religious backgrounds;
- Both women and men, girls and boys;
- Lesbian, gay, bisexual, heterosexual and transgender people; and
- People of different ages and between generations

### **3. Practical application of these principles**

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation

The objectives are outlined in appendix 1.

### **4. The Curriculum**

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

### **5. Training and development**

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

### **6. Ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment;
- Pupils' and staff personal development, welfare and well-being;

- Teaching styles and strategies;
- Admissions and attendance;
- Staff and governor recruitment, retention and professional development;
- Care, guidance and support;
- Behaviour, discipline and exclusions;
- Working in partnership with parents, carers and guardians;
- Working with the wider community;
- Participation of groups in wider school activities, and
- Preparing all members of the learning community for living and positively contributing to a diverse society

### **7. Addressing prejudice and prejudice-related bullying**

Guiseley School is opposed to all forms of prejudice that stand in the way of fulfilling legal duties for all aspects of equality:

- Prejudices related to disability and special educational needs
- Prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism, homophobia and transphobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at Guiseley School and how they were dealt with.

### **8. Roles and responsibilities**

The governing board is responsible for ensuring that Guiseley School complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.

The Equality Governor or member of the governing board is responsible for monitoring the implementation of the policy statement.

The Headteacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior members of staff (Senior Leadership Team and Extended Leadership Team) have day-to-day responsibility for co-ordinating implementation of the policy statement in their specific areas of organisational responsibility.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge and deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

- Ensure that pupils have the opportunity to have their voices heard with regards to equality issues

#### **9. Information and resources**

The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils, parents, and carers.

All staff and governors have access to a selection of resources that discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

#### **10. Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

#### **11. Breaches of the policy statement**

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

#### **12. Monitoring and review**

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. In particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, sex, sexual orientation and age (as appropriate) will be analysed and used to inform objectives.

#### **13. Publishing information on Guiseley Schools public sector equality duty**

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.

## **APPENDIX 1**

### **2018-20 Performance against the 4 year objectives.**

**To ensure that plans to develop the school vision, core values and accommodation consider the impact on the needs of all students, that those needs are being met and equal opportunities are promoted.**

The governing body redeveloped the school vision and core values (which can be viewed in the Equalities Statement) in 2018-19. The school improvement plan 2018-19 and 2019-20 identified specific actions to meet the needs of all students in SEN and Accommodation. SEN provision has been re-developed to provide more capacity. This included the appointment of additional teaching assistants and a new SENDCo. The re-development of the school accommodation is ongoing.

The school improvement plan 2020-21 has specifically identified the need to ‘Develop the cultural competency of all stakeholders in understanding, tackling and improving Guiseley School’s approach to equality, tolerance and discrimination’. This is primarily being addressed through the re-development of the PSHCE curriculum and the delivery of this. Alongside the development of PSHCE a staff training programme has been established to address both the capacity and competency of staff and students in identifying, responding to and tackling all forms of individual and systemic bias and discrimination.

The school was successful in a Priority Schools Building Project bid in 2015. Two of the three existing teaching blocks are being replaced. Throughout this process the school has engaged with an access improvement process and new buildings will ensure improvements in access.

**To raise the attendance levels of Disadvantaged/SEND students compared with levels achieved in 2017-18.**

Pupil Premium Cohort:

<b>2017/18</b>	<b>Overall</b>	<b>2018/19</b>	<b>Overall</b>	<b>2019/20</b>	<b>Overall</b>
<b>Number on role</b>	<b>216</b>	<b>Number on role</b>	<b>191</b>	<b>Number on role</b>	<b>186</b>
<b>PP Attendance %</b>	<b>88.1%</b>	<b>PP Attendance %</b>	<b>88.3%</b>	<b>PP Attendance %</b>	<b>89.7</b>
<b>PP PA%</b>	<b>31.8%</b>	<b>PP PA%</b>	<b>26.70%</b>	<b>PP PA%</b>	<b>25.28</b>

Special Educational Needs Cohort

<b>2017/18</b>	<b>Overall</b>	<b>2018/19</b>	<b>Overall</b>	<b>2019/20</b>	<b>Overall</b>
<b>Number on role</b>	<b>216</b>	<b>Number on role</b>	<b>191</b>	<b>Number on role</b>	<b>234</b>
<b>SEND Attendance %</b>	<b>90.9%</b>	<b>SEND Attendance %</b>	<b>90.2%</b>	<b>SEND Attendance %</b>	<b>90.2</b>
<b>SEND PA%</b>	<b>29.7%</b>	<b>SEND PA%</b>	<b>30.33%</b>	<b>SEND PA%</b>	<b>28.68</b>

Attendance levels for Disadvantaged pupils improved for students for whom the school receives the pupil premium. There was also increase in attendance rates for SEND students. In both cases

Persistent Absenteeism (PA) was decreasing significantly from 2017/18 levels. Figures for 2019/20 are up to and including the National Lockdown in March 2020.

**To diminish the difference between the achievement of disadvantaged students and that of non-disadvantaged students nationally in English.**

Overall progress for disadvantaged students:

2017/18	2018/19	2019/20	2020/21*
<b>P8 for PP Students</b>	-0.86	-0.43	-0.33
<b>English P8 Gap for PP Students</b>	-0.92	-0.51	-0.28

**Disadvantaged students have seen a year on year improvement.**

\*P8 figures for 2020/21 are estimated based on Centre Assessed Grades No Progress data has been produced for this year.

## **APPENDIX 2**

### **Specific Equality Objectives 2019-2023**

Analysis of school data would suggest that the equality focus of the school should be around those students with Special Educational Needs and particularly those with 'multiple disadvantage'.

Objectives for the 4 year cycle of 2019-2023 are:

- To improve attendance rates and specifically to decrease persistent absenteeism for SEND and Pupil Premium students.
- To secure greater levels of support for SEND students, particularly those with multiple disadvantage resulting in improvements in progress rates for this cohort. (Measured through overall P8 scores)