



Equality Information and Objectives Policy

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Statement of intent

Westhoughton High School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.1.2. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

1.1.3. This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Complaints Procedures Policy
- Grievance Policy
- Data protection Policy

1.2. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.3. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.4. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.5. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy

- Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 1.6. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:
- In relation to admissions.
 - In the way it provides education for students.
 - In the way it provides students access to any benefit, facility or service.
 - By excluding a student or subjecting them to any other detriment.
- 1.7. The responsible body for the school is the governing board or the LA.
- 1.8. The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "former students" communications and activities
- 1.9. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or

identity is different from that traditionally associated with the sex they were assigned at birth.

- 2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10. The school's admissions will not discriminate against any protected characteristic in any way.
- 2.11. The school will:
 - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
 - Reduce and remove inequalities and barriers that already exist.
 - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
 - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
 - Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

- Adopt an inclusive attitude and ensure that the whole school community understands what inclusive behaviour looks like in school and how this aligns with the school values.
- Challenge bias and call it out to move a conversation forward.

3. Roles and responsibilities

3.1. The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's admissions do not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

3.4. Students will:

- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the SSL/SPL or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5. The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Equality objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for students in all vulnerable groups, and to review the curriculum considering new performance measures
- Offer appropriate qualifications in English for students in all vulnerable groups
- Implement effective strategies to support students in all vulnerable groups following linear exam courses

- Improve the quality of support for students in all vulnerable groups in the classroom
 - Continue to explore the use of new technologies to support students in all vulnerable groups in accessing their learning. With special investigation taking place regarding the use of technology in modern foreign languages, internal exams and group work
- 4.2. The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

5. Collecting and using information

- 5.1. The school will collect equality information for the purpose of:
- Identifying key issues, e.g. unlawful discrimination in teaching methods.
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 5.2. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
- Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving
- 5.3. The school will use the information they obtain to analyse any gaps present in their equality documentary.
- 5.4. Any personal data the school collects will be processed in accordance with the UK GDPR Policy.

6. Publishing information

- 6.1. The school will publish information to demonstrate its compliance with the Act.
- 6.2. The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:
 - The school's employees
 - Other persons affected by the school's policies and procedures
- 6.3. The school will not provide this information if:
 - The employee is employed under contract personally to do work.
 - The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

7. Promoting equality

- 7.1. In order to meet our objectives, the school has identified the following priorities:
 - The school will provide auxiliary aids that are directly related to disabled student's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
 - Staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
 - The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
 - There will be differential schemes of work designed to meet the abilities and learning styles of all students.
 - There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
 - The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take as full a part as possible in the activities of the school.
 - The school will ensure there is adequate access to the physical environment of the school.
 - The school will improve the delivery of written information to disabled children and young people.
 - The school will seek the views of advisory staff, outside agencies and local schools.

- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.
- 7.2. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
 - 7.3. Equality objectives will be published at least every four years commencing on the date of the last publication.
 - 7.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.
 - 7.5. Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Curriculum

- 8.1. All students will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 8.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 8.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 8.4. The school will develop an appropriate curriculum for all students in all vulnerable groups.
- 8.5. The school will ensure PSHE lessons are designed for students to develop their knowledge of the world and the importance of equality.

9. Addressing prejudice-related incidents

- 9.1. The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- 9.2. The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 9.3. If incidents continue to occur, the school will address them immediately and report them to the LA.

10. Eliminating discrimination in the workplace

- 10.1. Our policies are clear about eliminating discrimination in the workplace by ensuring that fair and equal opportunity is afforded to staff from all groups and that individuals have recourse to an objective Panel hearing, if necessary, to test any issue of fairness in relation to conduct, treatment or behaviour at work.
- 10.2. Further, all matters relating to employment terms and conditions are determined in consultation with the recognised Trades' Unions through a system of collective bargaining, which ensures that matters of collective equity are addressed from inception.
- 10.3. Those policies which are most pertinent to equalities matters are listed below:
 - Code of Conduct
 - Dismissal and Disciplinary Policy
 - Flexible Working Policy
 - Grievance Policy
 - Leave of Absence Policy
 - Managing Capability Policies
 - Managing Sickness Absence Policy
 - Maternity & Paternity Policy
 - Shared Parental Leave Pay Policy
 - Redundancy Policy
 - Whistleblowing Policy

11. Eliminating discrimination as a service provider

- 11.1. As a school, our services are based on a firm and objective understanding of children's needs and the recognition that, while we would expect all children to receive an equitable standard of service, different children will have differing needs and requirements.

12. Advancing equality of opportunity

- 12.1. As an employer, the school has an opportunity to advance equality of opportunity in employment, both as an individual employer; and as a member of the employer community in Bolton.
- 12.2. Within the workplace, we believe that having an organisational culture where diversity is respected and supported is essential. We aim to provide a comprehensive package of training around equalities matters for all our managers, built into our package of essential skills and knowledge for those in leadership roles.

13. Fostering good relations

- 13.1. The school has an important role in the community, and fostering good relations is a central part of our work to build community and social cohesion in the local area. Engaging effectively with our communities is central to our success, since this helps us to understand the issues which are of importance to our communities.

14. Complaints Procedures

- 14.1. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.
- 14.2. The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.
- 14.3. The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

15. Monitoring and review

- 15.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 15.2. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 15.3. Any changes made to this policy will be communicated to all members of staff.