



Archbishop Holgate's School

A Church of England Academy

Equality information and objectives

This policy explains how we plan to meet our obligation to eliminate discrimination, advance equality of opportunity and foster good relations across all characteristics.

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Member of staff responsible: WI – Acting Deputy Head: Curriculum, Assessment and Target Setting

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Be assured that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sanjoy Bhattacharya. They will:

- Meet with the designated member of staff for equality every term during the Pastoral Governors meeting, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Mike Williams, Acting Deputy Head: Curriculum, Assessment, Target Setting

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and ensure delivery of training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. All new staff receive a formal induction process and the Equality Objectives and procedures are highlighted during this time.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and report back to SLT and governors, making them aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available (upon request) identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Archbishop Holgate's School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community which support equality and anti-discrimination.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example: pastoral interventions, assemblies, parental meetings etc.
- Our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All students are encouraged to take part in student voice.
- All pupils are encouraged to participate in the school's activities, including trips and extra-curricular activities.
- We work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. These include local groups such as Mesmec and Limetrees.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment and is part of the student information check list.

All stake holders, including, students, pupils, staff and members of the community, have opportunities to contribute and be consulted in decision making. This has included:

- The inclusion of students facing inequality on student councils, student panels for teacher recruitment and discussion groups.
- Completion of the Diana Award and the creation of "Anti-bullying" ambassadors to allow students to self-represent and profile protected characteristics.
- Regular whole school voice to ensure inclusion of all students and staff, such as the weekly student voice, to further enhance equality and include all stakeholders.

8. Equality objectives

Objective 1: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including: gender; sexuality, race and religion.

Why we have chosen this objective:

We continue to strive to ensure all students and staff are able to learn and work in an inclusive environment. This builds on recent work completed around inclusivity, including becoming a trans-inclusive school to meet the current and changing needs of our students.

To achieve this objective we plan to:

Review and publicize our “Personal Development” provision which explicitly promotes celebration and support of people with protected characteristics. This may include assemblies, talks, form time activities and enrichment days.

Progress we are making towards this objective:

- The weekly news stories highlight a range of people with protected characteristics, including a diversity of genders, sexualities and religious beliefs.
- A review of all the “Personal Development” provision happens each year and has further developed through the new PSHE programme launched in September 2021. .

Objective 2: To raise awareness and maximise the outcomes for students with a disability, with a particular focus on developing strategies to support students with a hearing impairment.

Why we have chosen this objective:

We have an increasing number of students with a disability and, in particular, have become the chosen school for many students with a hearing impairment within the city.

To achieve this objective we plan to:

Develop staff’s understanding of disabilities within the school and provide ongoing CPD for staff, identifying practical strategies to remove barriers for students with disabilities.

Progress we are making towards this objective:

- Staff have been given training on how to effectively teach and engage with students who have a hearing impairment.
- Extra-curricular activities have been introduced to raise the profile of sign language etc.
- Students have been given assemblies which highlight the impact of disability.

Objective 3: To continue to maximise progression post Year 11, identifying and removing barriers for groups of students who are traditionally NEET

Why we have chosen this objective:

We are fully committed to ensuring there are no gaps in achievement and all students, despite their protected characteristics, have the opportunity to succeed.

To achieve this objective we plan to:

- Complete a thorough exams analysis of all pupils, highlighting those with protected characteristics and identifying trends and potential gaps.
- Increase the pastoral support for Year 11, ensuring all students have maximum support and arrangements in the preparation for completion of exams.
- Increase careers provision for KS4 students.

Progress we are making towards this objective:

- *Highlighted this a potential issue during Senior Leadership scrutiny of the most recent ASP data.*
- *Prioritised APD sessions for students traditionally NEET and disadvantaged students who have not, traditionally, continued into FE.*
- *Developed a Year 11 plan which prioritises disadvantaged students and actively addressed progression and transition as priorities during the Spring and Summer term alongside exam preparation.*

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure our recruitment processes are rigorous and select the most suitable candidates for the school whilst seeking to employ a diverse and representative workforce.

To achieve this objective we plan to:

- Ensure all staff completing interviews have been trained on “Safer Recruitment”
- Ensure a consistent approach to all interviews.

Progress we are making towards this objective:

- All staff who complete interviews have completed the Safer Recruitment training.
- The majority of governors who complete interviews have completed the Safer Recruitment training.
- Interview processes have been Quality Assured by the HR to ensure equality is promoted.

9. Monitoring arrangements

The assistant headteacher, in associate with the head teacher, will update the equality information we publish at least every year.

This document will be reviewed by pastoral governors, assistant head teacher: pastoral care and head teacher at least every 4 years.

This document will be approved by the pastoral governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying policy
- Inclusion policy
- SIAMs report