



# Holyhead

Teach What Matters

## Equality Information and Objectives

**Autumn 2019**

<b>Review Date:</b>	<b>Autumn 2019</b>
<b>Approved:</b>	<b>Governors' Q&amp;S, 14 November 2019</b>
<b>Ratified:</b>	<b>Full Governors, 4 December 2019</b>
<b>To be reviewed:</b>	<b>Autumn 2023</b>
<b>Policy Lead:</b>	<b>T Wharton</b>

## **Contents**

<b>1. Equality Statement</b>	<b>2</b>
<b>2. Aims</b>	<b>2</b>
<b>3. Legislation and guidance</b>	<b>3</b>
<b>4. Roles and responsibilities</b>	<b>3</b>
<b>5. Eliminating discrimination</b>	<b>4</b>
<b>6. Advancing equality of opportunity</b>	<b>4</b>
<b>7. Fostering good relations</b>	<b>4</b>
<b>8. Equality considerations in decision-making</b>	<b>5</b>
<b>9. Equality objectives</b>	<b>6</b>
<b>10. Links with other policies</b>	<b>7</b>

## Equality Information and Objectives

### 1. Equality Statement

- Holyhead will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making.
- Holyhead is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted out to a third party provider.
- Holyhead aims to provide high quality education, making sure it is accessible to all students. We will consult with staff, students, parents and governors and our local community about equalities issues in order to improve and to continue to provide an inclusive and fair service
- We will promote our equal opportunities policy in our contact with parents, staff, governors and external organisations.
- We will make every effort in creating equality of opportunity to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, and nationality or caring responsibilities.
- Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.
- Our staff and governors who deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences.
- Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for those studying and working.
- Holyhead will adhere to statutory Government legislation and give consideration to other relevant guidance, which aim to make sure that everyone is treated with equity.
- Holyhead will not tolerate any form of discriminatory behaviour against any member of the school community.

### 2. 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.

### 3. 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](#).

### 4. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to its staff, students and parents/carers, 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 Principal

The designated Governor for equality, **(To be confirmed)**, will:

- Meet with the designated member of staff for equality twice a year 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 Principal will:

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

The designated member of staff for equality is Kelli Robinson/Natalie Marnel. They will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the Equality Link Governor twice a year to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver 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.

## **5. 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

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. 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 (e.g. students/staff with disabilities, or gay students/staff who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school enrichment despite financial barriers).

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

- Publish attainment data each academic year showing how students 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 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 students.

## **7. Fostering good relations**

The 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 (PSHCE) 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. Students 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 seeking advice from leaders of local faith groups and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in enrichment activities, such as, after school clubs, visits/trips, residential, charity work
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach and we have diversity within our own staff who are active in informing and advising the school on particular characteristics.

## **8. 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 students with disabilities
- Is accessible to Pupil Premium students
- 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.

## 9. Equality objectives

**Objective 1:** *Undertake an analysis of data with regard to Pupil Premium students' achievement, progress and participation in enrichment activities.*

Why we have chosen this objective:

By aiming to ensure that there is no attainment gap between Pupil Premium students at Holyhead and all students nationally. We are placing no ceiling on what we believe that our disadvantaged students can achieve. This results in staff, at all levels, supporting disadvantaged students to reach their potential regardless of prior attainment.

To achieve this objective we plan to:

- Placing disadvantaged students progress and attainment at the heart of our appraisal system with all staff having a shared target 'Ensure equity of opportunities for disadvantaged students through removing educational barriers'.
- By taking part in the Raising Attainment of Disadvantaged Youngsters (RADY) coaching project to help us evaluate and improve our provision for disadvantaged students at all levels from SLT to classroom practice and enrichment.

**Objective 2** *Have in place a reasonable adjustment agreement for all staff and students with disabilities by November 2019 to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

- To ensure the needs of staff and students who have disabilities are met and that they do not experience any disadvantage or in rare cases disadvantages are kept to an absolute minimum.

To achieve this objective we plan to:

- To write a reasonable adjustment agreement
- To make all staff aware of the reasonable adjustment agreement and to train staff on the importance and need for reasonable adjustment
- To make staff aware, where appropriate, of the reasonable adjustments to be made for individual staff and students.

Progress we are making towards this objective:

- All members of staff have received training on Attachment Disorder, Emotional Wellbeing and the need for reasonable adjustment

- Two members of staff have been trained by the NHS to meet the specific medical needs of current students
- 'Evac chairs' have been bought to evacuate students unable to use the stairs in the event of an emergency. Training for staff on how to use the chairs is planned for November 2019
- Emergency evacuation plans are in the process of being completed by the health and safety officer and medical officer for students with disabilities
- SLIPS (Student Learning Individual Plans) have been shared with staff.

### **Objective 3**

- To remove or minimise disadvantages suffered by people which are connected to a particular characteristic such e.g. students/staff with disabilities, or gay students/staff who are being subjected to homophobic bullying etc

Why have we chosen this objective?

- To raise awareness and understanding of those who share protected characteristics.
- To foster good relations with those who share a protected characteristic and those who do not
- To provide a safe haven for those who have protected characteristics to talk and speak out

To achieve this objective we plan to:

- promote tolerance, friendship and understanding of a range of religions, cultures and protected characteristics through different aspects of our curriculum such as RE, PSHCE, the Personal Development Programme and the wider curriculum
- promote tolerance and understanding by displaying inclusive posters around the school
- develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- establish a support group made up of staff and students

Progress we are making towards this objective:

- the curriculum has been designed to promote tolerance, friendship and understanding of a range of religions, cultures and protected characteristics
- we have developed some links with people and groups who have specialist knowledge about particular characteristics and are coming in to do some work with our students.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND
- Behaviour
- School Trips and Activities

Signed: ...I Churcher..... Date: .....14 November 2019.....

Chair of Quality and Standards