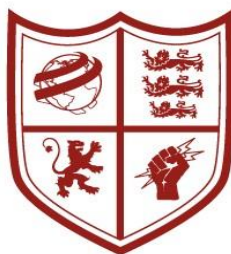




Stretford
Grammar School
Aspirat primo fortuna labori

Equality Policy and Equality Objectives



Equality Policy and Objectives

Date of Review : Governing Body free to determine or when there is a change in the law

Member of staff with overall responsibility: Assistant Headteacher with responsibility for the Curriculum

Governing Body Sub-Committee with reviewing responsibility: Admissions

The governing body is responsible for maintenance of this scheme.

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](#).

3. 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 staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Paul Daly. They will:

- Meet with the designated member of staff for equality every term 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 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 deliver training as necessary

All staff are responsible for:

- Enacting this policy and their responsibilities associated with this policy
- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping
- Promoting good relations and equal opportunity within their teaching
- Contributing to curriculum plans to ensure that they are accessible to children with SEND and tailoring approaches to ensure that reasonable adjustments are made to enable all are able to participate in school life
- Ensuring equality of opportunity in educational visits and extra-curricular activities
- Attend the appropriate training to ensure that the policy is complied with
- Promote equality and good relations through being role-models to the wider school community

All students are responsible for refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All visitors and contractors must be aware of, and comply with; the school's Single Equality Policy and refrain from engaging in discriminatory behaviour when on school premises.

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 nondiscrimination 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

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 (e.g. pupils with disabilities, or pupils 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 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 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

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 (PSHE) education, but also activities in other curriculum areas. For example, through the school values system students are celebrated for showing respect and tolerance
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also 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

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.

8. Equality objectives

Appendix 1

9. Monitoring arrangements

The AHT with responsibility for this policy will update the equality information we publish, at least every year.

This document will be reviewed by **Admissions Committee** at least every 4 years. This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-bullying Policy
- Curriculum Policy
- Governor Code of Conduct
- Published School Values and Ethos
- RSE Policy
- School Behaviour Policy
- School Risk Assessments
- School Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Uniform and Appearance Code

Appendix 1: School Equality Objectives Action Plan 2024-2027

Equality Objective	Action	Timescale	Outcome	Responsibility
1. Provide training to all staff so that they are able to contribute effectively to the wider development of the school objectives and progress in their careers	<ul style="list-style-type: none"> Review CPD programme in place to deliver training on meeting the expectations of our equalities duties To develop staff proficiency in their roles as Teachers of Children of SEND To provide training opportunities for those staff who wish to progress in their careers through shaping whole school projects that provide a breadth of experience whilst contributing to whole school development. Use of EFA to improve feedback to all students 	Sept 24ongoing	<ul style="list-style-type: none"> Improved CPD programme that meets the needs of the School Development Plan and the key objectives within this plan Skill up staff to meet the different challenges of teaching students with a range of SEND needs All staff to have delivered lessons based on the training Students receive regular feedback on how to improve 	BX/SEND Department

2. To ensure the school continues to encourage job applications from a wide range of communities	<ul style="list-style-type: none"> • Monitor Equal Opps Forms and report back to Governors regarding applications. • Consider website marketing and its inclusivity. • Ensure communications with potential candidates celebrate the warm and inclusive community that we hope to share 	Sept 24onwards	<ul style="list-style-type: none"> • To ensure students have role models within the school community that reflect their backgrounds. • To support a sense of 'being' within the school community 	MU/MiF
	<ul style="list-style-type: none"> • Ensure adverts comment that we welcome applications from a range of backgrounds 			

3. Ensure each curriculum area, in each year of Key Stage 3 develops a scheme of learning that promotes a positive understanding of the contribution different cultures provide to the development of the United Kingdom	<ul style="list-style-type: none"> • Each Curriculum to plan a 4 lesson sequence relating to cultural diversity/role models and its/their positive contribution in each Year of KS3 	Sept 2024onwards	<ul style="list-style-type: none"> • Students are able to explore a deeper understanding of the values of other cultures to the development of the UK • The contribution of different cultures are viewed in a more positive light • Stronger representation of different cultures within the community • Students provided with an opportunity each year to learn more about their heritage • Issues such as Black History Month are less tokenistic as the curriculum is enriched by the diversity of other cultures • Further develop a harmonious community and foster positive role models within the school curriculum 	EE/BX/SLT
4. Ensure lessons are better tailored to ensure students, particularly those with SEND make the progress expected	<ul style="list-style-type: none"> • Regular staff training on planning of lessons for students with SEND • Strengthen the use of Student Support Plans to ensure intervention is taken more quickly • Audit the support that students should be getting 	Ongoing	<ul style="list-style-type: none"> • Improved access for students with SEND to the curriculum • greater progress through better pedagogy and practice of staff 	DO/HY/Teaching Staff/ TAs

	<p>in lessons and the extent to which this takes place – put in appropriate training where required</p> <ul style="list-style-type: none"> • Continue to promote Quality First Teaching to meet the needs of all students • Through data captures monitor the outcomes of students with SEND and the actions taken 			
<p>5. Build on the already strong understanding that students have of diversity and the protected characteristics</p>	<ul style="list-style-type: none"> • Assembly program draws on community leaders to increase awareness and understanding of other faiths • PSHCE program to use Diversity Role models to improve the understanding of the school community on the diversity of our school. Review displays around the school to celebrate diversity and role models – ‘if you can see it you can be it’ 	July 24	<ul style="list-style-type: none"> • A tolerant and harmonious school community • Improved community cohesion • Foster a sense of being • Reduce bullying that targets protected characteristics 	PR/DO/Progress Leaders

6. Develop a greater understanding of the policies and actions taken on the opportunities of the	<ul style="list-style-type: none"> Each committee meeting to review the impact of policies on the protected characteristics when scrutinising and ratifying policies 	Ongoing	<ul style="list-style-type: none"> A transparent approach to ensure that equality duties contained within this plan are being met. 	Governors/SLT/CLs/PLs
whole school community				
7. Future plans of the redevelopment of the school provide opportunities for students to pray, feel safe and be able to access facilities regardless of any disabilities	<ul style="list-style-type: none"> Consider building access and design in new plans Consider the design and how it may accommodate ADHD students and those with autism. Consider how the school environment will allow access to sport and the curriculum for all students 	Ongoing	<ul style="list-style-type: none"> An accessible environment for all students 	MiF/DO/HY/MU