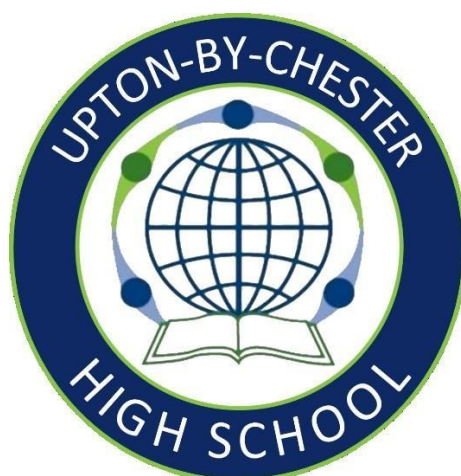


Upton-by-Chester High School

Equality Policy and Objectives



Policy Link	
SLT	John Keegan (Assistant Headteacher)
Governor	Julie Minion
Statutory	Yes

To	Date
Committee	N/A
Full Governing Body	December 2023
Next Review	December 2024
Make available on:	Yes/ No
School website	Yes
Staff shared area	Yes

‘Learning to shape the future

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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, learners 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 Paul Ivison. They will:

- Meet with the designated member of staff for equality twice per 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 headteacher will:**
- Promote knowledge and understanding of the equality objectives among staff and learners
- Monitor success in achieving the objectives and report back to governors

John Keegan Assistant Headteacher (Director of Safeguarding and Wellbeing) is the designated member of staff for equality.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and learners
- Meet with the equality link governor twice yearly to raise and discuss any issues
- Support the headteacher 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. This will be through the school improvement plan or other relevant strategic and / or operational plans.

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 and in relevant documentation.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of each academic year.

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 that are connected to a particular characteristic they have (e.g. learners with disabilities, or learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of school activities as part of the Engage @ Upton programme.)

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

- Publish attainment data each academic year showing how learners with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information via the school improvement plan and self evaluation.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) via Pastoral Committee meetings and monthly reporting to SLT

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own learners.

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, as part of teaching and learning in English/reading, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. These form part of our Character Curriculum as overseen by the Deputy Headteacher (Culture and Ethos)
- 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 learners within the school and wide community. For example, our school council has representatives from different year groups and is formed of learners from a range of backgrounds.
- 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 learners with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To continue to provide a school environment that welcomes, protects and respects the diversity of the school community.

Why we have chosen this objective: To ensure that diversity is embraced in the school in line with the whole school vision and values.

To achieve this objective we plan to:

1. Continue to ensure that all practices in the school are fully inclusive.
2. To review all policies to ensure that they are fully inclusive.
3. Work with all stakeholders in the school and address any areas of concern in the schools policies and / or practices.

Progress we are making towards this objective: [Reviewed in October 2023.](#)

- All policies have been updated to ensure that diversity is embraced, specifically with regard to the LGBT+ community.
- New rules have been introduced, 'Prepared, Respectful and Safe', following consultation with the School Council.
- British Values and school rules explicitly linked to school, community, national and international events via SLT Remote learner briefing every week (Yr 7-13)
- A working party has been established to write the anti-racist action plan, following Global Learning London training.
- Face to face Information Evenings have provided information on reading culture (DRIVE strategy) to parents, including the choice of texts.

This remains and ongoing priority for 2023-24

Objective 2

To continue to close the gaps in attainment and achievement between learners and all groups of learners; especially boys and girls, disadvantaged learners, learners with Special Educational Needs and Disabilities and Looked After Children.

Why we have chosen this objective: There remains an attainment gap in the performance of some groups of learners in the school.

To achieve this objective we plan to:

1. Address the performance of boys through a Raising Boys Achievement Plan. This is an essential strand of the raising achievement plan in the school.
2. Plan and implement a well-structured programme of school improvement via the Learner Premium Strategy.

Progress we are making towards this objective: Reviewed in October 2023.

- Progress 8: DA learners moved from -0.84 (2019) to -0.30 (2023)
This demonstrates an improvement of +0.54 and is above national data.
- Progress 8: Boys -0.25 (2019) v Girls 0.23 (2019)
Boys 0.28 (2023) v Girls 0.55 (2023)
This demonstrates a significant improvement in Progress 8 for both boys and girls. Boys have made a significant increase in levels of progress.
- Progressive Masculinity delivered a workshop to 15 Year 9 boys, which focused on male friendships, masculine hierarchy, 'banter and lad-culture' and self-esteem, as part of the Raising Boys Achievement strategy. This work was followed up with weekly sessions led by the Head of Year.
- There is a Raising Boys Achievement Action plan in place.

This remains and ongoing priority for 2023-24

Objective 3

To ensure that all learners are given the opportunity to make a positive contribution to the life of the school, particularly focusing on participating in the Engage@ Upton programme and developing leadership opportunities for all learners

Why we have chosen this objective: EEF evidence indicates the importance of all learners being given the opportunity to engage in school beyond the school day and in purposeful leadership opportunities.

To achieve this objective we plan to:

1. Appoint an Engage @ Upton leaders to have oversight of the provision within the Engage @ Upton programme.
2. Target learners, in specific groups, to attend the Engage @ Upton programme.
3. Audit the leadership opportunities across the school and ensure that all groups of learners are evident in learner leadership.

Progress we are making towards this objective: Reviewed in October 2023.

- The school continues to see an increasing number of DA learners engaging in Engage @ Upton activities.
- Half termly monitoring of activities is a regular part of the school monitoring processes.
- An increasing number of activities are taking place in each academic year and learners are being more effectively signposted to activities.

This will remain a priority area in 2023-24

Objective 4

To eradicate the use of homophobic, sexist, racist and other discriminative language by learners in the school.

Why we have chosen this objective: As we believe that the use of homophobic, sexist, racist and other discriminative language has no place within our school community. The schools values are incompatible with the use of language that is discriminatory.

To achieve this objective we plan to:

1. Continue to monitor the use of discriminatory language and report this to Governors including ensuring that appropriate follow up ensure that this behaviour is not repeated by individuals.
2. All Senior and Middle Leaders to undertake anti-racist training to ensure that all aspects of school life promote ant-racism.

Progress we are making towards this objective: Reviewed in October 2023.

- The full Rainbow Flag award was achieved in September 2022
- Anti-bullying assembly delivered to all year groups, with a focus on racism. This was followed up with a series of lessons to all learners in PSHE including a lesson on "Show racism the red card."
- We have delivered assemblies on Anti-Racism, Black History Month and Pride Week.
- All Senior and some Middle Leaders undertook anti-racist training to ensure that all aspects of school life promote ant-racism.
- Discriminatory language was monitored and reported to Governors including appropriate follow up ensure that this behaviour is not repeated by individuals.
- Learner LGBT+ Group met weekly
- Updates on advice and support found on Year Group Wellbeing notice boards
- Staff wear rainbow lanyards to support learners

- Working with UCL as part of the Holocaust Beacon School programme. The school is one of only 15 schools working on this project. We are involved as we are committed to enhancing learning and teaching about the Holocaust.
- Sexual violence and sexual harassment policy developed and shared with all staff.
- Safeguarding reminder on Sexual abuse and sexual harassment was shared with staff in January 2023
- Stay safe bulletin shared with learners on Sexual abuse and sexual harassment – February 2023
- Staff Safeguarding reminder February 2023 on building resilience against extremist and radicalising influences.

This remains a priority and the focus will be on the work undertaken to support the school in being an anti-racist organisation.

Objective 5

To review the accessibility across the school for learners, staff and visitors with disabilities, including access to specialist teaching areas.

Why we have chosen this objective: As the school moves into a new building, we must ensure that all areas of the school are fully accessible to all members of the school community.

To achieve this objective we plan to:

1. Ensure that all plans for the new school building are fully compliant with current legislation.

Progress we are making towards this objective: Reviewed in October 2023.

- The school has been adapted to support a severely visually impaired learner. This has supported their successful integration into the school.
- The leadership and Governors of the school are working with the Department for Education on plans for a whole new school building. DDA compliance and accessibility will be central to those plans.

This remains a priority for 2023-24

9. Monitoring arrangements

The Pastoral Committee of the Governing Board will update the equality information we publish at least every year.

The Pastoral Committee and Governing Board of Upton-by-Chester High School will review this document at least every 4 years.

The Full Governing Board will approve this document.

10. Links with other policies

This document links to the following policies and documents:

- Accessibility Plan
- School Improvement Plan.