

# EQUALITY POLICY STATEMENT

## PURPOSE

This statement/policy has been drawn up in accordance with the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011, Department of Education (DfE) guidance "The Equality Act 2010 and Schools" and "Public sector equality duty guidance for schools in England"- Equality and Human Rights Commission.

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## 1. The School Ethos

The School seeks to create an environment where **all** members of its community are valued and treated with respect. As an employer, the School complies with the Equality Act, ensuring that there is no discrimination in recruitment, retention and development and employees can work in an environment which is free from discrimination, harassment and victimisation. Stroud High School prides itself on enabling **all** students to achieve their **personal best** both inside the classroom and out, and on encouraging them to develop their talents and interests. Of equal importance is the School's commitment to develop personal values such as tolerance and respect, ensuring that all students can grow in self-confidence and understanding in a community which values each and every individual.

We also seek to ensure that we include the new protected characteristics of the Equality Act 2010 namely maternity and pregnancy, marriage and civil partnership and gender reassignment in all areas of our work to achieve equality and fairness.

## 2. The School's commitment to equality

The School is fully committed to equality for all and will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Aim to reduce and remove inequalities and barriers.
- Observe good equalities practice, including staff recruitment, retention and development.

## 3. Responsibilities

Promoting equality is the responsibility of all members of the school community.

### Governing Board

The governing board is responsible for ensuring that Stroud High School complies with current legislation and that this policy and its related strategies are implemented.

### Headteacher

The Headteacher has responsibility for implementing the policy, for promoting key messages to staff, parents and students about equality, ensuring that staff have appropriate skills to deliver equality and that they are aware of their responsibility to record and report to the Year Leader or Leadership Team as appropriate prejudice related incidents.

### Staff

Staff must uphold the School's commitment to treat all students fairly. They must record and report all prejudice related incidents. Teaching staff must ensure they deliver an inclusive curriculum.

### Parents

Parents should take an active role in supporting the School in tackling inequality e.g. by identifying barriers and recommending actions which can be taken to eradicate these.

### Students

Students will be made aware of the School's commitment to equality and be expected to act accordingly.

## 4. Legal Duties

### Public Sector Equality Duty (PSED)

The Equality Act of 2010 introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. In accordance with this duty the School will have **due regard** to the need to:

- eliminate discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristic.
- advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it and encourage people from protected groups to participate in activities where their participation is disproportionately low.

The duty to have **due regard** means that thought will be given to the equality implication whenever significant decisions are being made or policies developed.

The protected characteristics are:

- Age
- Sex
- Race
- Disability
- Religion or belief (includes lack of belief)
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

## Specific Duties

Secondary legislation to support public authorities in meeting their obligations under PSED came into force in 2011. (The Equality Act 2010 (Specific Duties) Regulations 2011)

In accordance with this legislation the School will:

- publish information on how it complies with PSED. (The School will not publish any information which identifies a student or employee.)
- prepare and publish equality objectives.

## 5. How the School fulfils its PSED

The School will collect data related to the protected characteristics from relevant areas e.g. attendance, attainment and behaviour and use this data to evaluate the effectiveness of equality provision and to inform future planning.

### 1) Stroud High School strives to eliminate discrimination throughout the School.

#### a. This commitment is reflected in our School policies and protocols, including:

- Anti-bullying Policy
- Positive Behaviour Management Policy (including Exclusion protocols)
- Pupil Premium Report
- Child Protection and Safeguarding Policy
- SEND Policy
- Sex and Relationships Policy
- Recruitment Selection Policy
- Staff Code of Conduct Policy

#### b. Curriculum areas, where appropriate, use materials that reflect a range of cultures, backgrounds and lifestyles. In particular, PD, Citizenship and RE provide opportunities to study and reflect on issues of equality and diversity.

At the School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.

### 2) The School is committed to advancing equality of opportunity for all.

- The School will not discriminate against people with protected characteristics when recruiting staff.
- The School, where possible, is very supportive of flexible working requests
- The School has been modified to allow improved access for those with physical disabilities and now has a personal care suite.

- Underpinning the Teaching and Learning Policy is the overriding principle of providing every student regardless of ability, gender, race, disability, religion or sexual orientation with the opportunity to achieve their academic potential. The performance of students with protected characteristics is appropriately monitored.
- 3) Fostering good relationships across all characteristics and with the wider community is central to the school ethos. This principle is reflected in our Positive Behaviour Management Policy and Anti-bullying Policy. The curriculum areas, PD and RE, focus on developing tolerance and understanding of different cultures and lifestyles. Tutor periods and Assemblies are frequently devoted to promoting good relationships through understanding key principles such as tolerance and respect.
- 4) Key groups and societies also enable the community to focus on inequalities and prejudice as well as a strong Citizenship provision. Stroud High School has well established annual exchange visits with schools in France, Germany and Spain, Comenius Projects and an exchange with a school from South Korea. Stroud High School is committed to maintaining and establishing further such global partnerships.

### **Equality Objectives**

These can be found in Appendix A.

## Appendix A: Equality Objectives 2021- 2023

Objective	Action	Person responsible	Measuring progress
Introduce a clear Transgender Protocol	<p>Develop protocol in line with best practise and legal expectations.</p> <p>Carry out training with YLs/AHT and then all staff re Trans protocols.</p> <p>Review of Transgender delivery in PD curriculum</p>	<p>AHT – Support care and guidance</p> <p>CTL for PD</p>	<p>Protocol introduced and worked through Student Council</p> <p>Feedback from specific students and parents in the school</p>
Review experience of BAME students in the school	Independent audit of experience of students	AHT – Citizenship Coordinator and PSD CTL	All complete training
Review curriculum to reflect diverse nature of the school community	<p>History review curriculum to consider diversity of topics</p> <p>History supports all curriculum areas in review.</p> <p>Review assembly programme</p>	AHT - Curriculum	<p>Completed review and amended curriculum</p> <p>Diversity key driving factor in assembly programme</p>
Review leadership opportunities and diversity of Trustees	<p>Monitor the number of colleagues on CPD related to school leadership.</p> <p>Monitor characteristics of colleagues promoted both internally and externally</p> <p>Review Trustees profile and leadership</p>	HT and CoG	<p>Complete review and feedback to Trustees</p> <p>Trustees include equality and diversity strand into Trustee review</p> <p>Where appropriate, action plans created and signed off by Trustees</p>