



**Calday Grange**  
Grammar School

# **EQUALITY POLICY**

**Approved by Full Governing Body: 11<sup>th</sup> February 2016**  
**Date of next review: January 2017**

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### THE LAW AND EQUALITY ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))

In April 2011 the Public Sector Equality Duty came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties.

The Equality Act specifies that Schools and other public bodies must:

- Encourage good relations and ensure everyone has equality of opportunity.
- Eliminate unlawful discrimination, harassment and victimisation.
- Help make sure everyone has an equal chance to make the most of their lives and talents.

A commitment to equality, diversity and community cohesion is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

Under the provisions of the Equality Act 2010 it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

These are known as the “Protected Characteristics”. The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation. Beyond this we also consider both socio-economic and age related factors within our commitment to equality.

At Calday Grange Grammar School, we are committed to building a cohesive school community in which we:

- Tackle all types of discrimination;
- Celebrate the diversity of our school and the wider world through our commitment to the International Schools Award framework, ‘Connecting Classrooms’ through the British Council, Confucius Classroom and our extensive charity work
- Promote equality of opportunity and outcome;
- Build good relationships between people of different ethnic groups;
- Meet our statutory duties under the Equality Act 2010.

## STATEMENTS OF INTENT

### 1. **Commitment and Engagement**

We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

### 2. **Ethos**

We create an ethos which promotes and reflects respect, equality, celebrates diversity, develops understanding and challenges myths, stereotypes and prejudices. Our core values will be expressed in our Vision and Mission Statements.

### 3. **Curriculum**

We provide experiences which broaden students' horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching and learning, an inclusive curriculum and wider opportunities for learning and personal development. Our curriculum extends to wider activities that provide scope for enrichment. These include residential visits and numerous visits to other countries.

### 4. **Addressing discrimination and harassment**

We identify and remove all practices and customs which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.

### 5. **Achievement and progress**

We have high expectations of everyone involved with the school, monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all students reach their full potential.

### 6. **Professional development**

We ensure that all staff and students recognise the school's stance on equality and are able to recognise and challenge discriminatory behaviour and promote equality and diversity through their teaching and relationships with students and that governors understand their statutory duties.

## OUR APPROACH

### 1. **Commitment and engagement**

- All senior leaders are expected to lead on the implementation of equality objectives in their respective areas (Achievement, Student Services, Teaching and Learning, Staff Professional Development and Curriculum)
- We will publish details of our equalities policy, including our "equality objectives", on a dedicated page on our school website (in line with the Equality Act 2010 Specific Duty).

### 2. **Ethos**

- We will reinforce our commitment to equality of opportunity through our publicity materials, such as The Caldian and including the school website.
- We will encourage everyone in the school community to have a positive self-image and high self-esteem so that they may develop their potential.
- We will model relationships which promote mutual respect and value similarities and differences, and face equality issues openly.
- We will ensure that issues of equality, diversity and respect for human rights are promoted through all aspects of school life, including in school assemblies
- We will use our focus on school charity work that is led by our pupils to promote equality issues such as Refilwe, the Christmas hamper appeal and support for Alder Hey Hospital.

### 3. **Curriculum**

- We will ensure that our curriculum promotes our equality principles so that they form an integral part of what we do.
- We will use our commitment to the International School Award Programme to embed issues of equality and fairness.

- We will provide opportunities for students to meet people from other cultural, religious and social backgrounds, through taking part in trips and visits, meeting visitors to our school and participating in collaborative partnership projects. Current examples of this include our partner project with schools in South Africa and Zimbabwe, our role as a hub school in the Confucius classroom initiative and links to schools in Russia and Germany.
- We will monitor participation by groups in extra-curricular activities, trips and visits, through our on-line system for organising school visits (EVOLVE)

#### **4. Addressing discrimination and harassment**

- We will record and report all incidents which are discriminatory.
- We will adopt a robust and fair response to all forms of bullying and harassment, in accordance with our Anti-bullying Policy and in doing so we will engage our pupils through the School Council review of the Anti-bullying Policy each year and with other anti-bullying initiatives.
- We will monitor exclusion rates and the use of other sanctions by ethnicity, Free School Meals (FSM), Looked After Children (LAC) and Special Educational Needs (SEN).
- We will monitor recruitment of staff and ensure that all job advertisements include an equal opportunities statement.

#### **5. Achievement and progress**

- We will monitor data on progress, behaviour and attendance by different learner groups each term, including by ethnicity, gender, FSM, LAC and SEN. (see appendix 1)
- Heads of Faculty and Heads of Year will monitor and evaluate the attainment and progress of different learner groups, including by ethnicity, FSM, LAC and SEN.
- Tailored support and intervention strategies will be implemented to tackle the causes of under-achievement of individual students.

#### **6. Professional development**

##### **Monitoring and review**

**The impact of this policy** will be measured through:

- Attainment and progress of students
- Monitoring sanctions and rewards
- Incidents of bullying and harassment
- Participation rates in trips, visits and extra-curricular activities
- Parent and carer involvement
- Surveys including annual parents surveys and pupils surveys undertaken.

**Governors** will be able to monitor the impact of this policy through one-to-one link meetings with senior staff, particularly in the area of pupil well-being, pupil safety and pupil achievement through the work of the Curriculum Committee of the Governing Body.

## **APPENDIX**

### **Data about the school population and differences in outcome:**

1. The school has data on its composition broken down by year group ethnicity and gender, and by EAL.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school will provide data on inequalities of participation connected with ethnicity, gender, EAL and disability.
4. The school will use data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

### **Consultation and Involvement**

1. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
2. The school has procedures for finding out how pupils feel about the school and has regard in these for the concerns of the Equality Act.

### **Setting objectives**

Equality objectives have to be specific and measurable and outcome-focused. Equality objectives are focused on the closing and narrowing of gaps in attainment and take-up, or concerning the fostering of good relations.

The school's legal requirement is to publish at least one objective every four years to adhere to the Public Sector Equality Duty. The number of objectives which the school adopts is less important than the seriousness and rigour with which we undertake them. Below is a set of ten questions which we have considered when selecting our objectives. We will publish the outcomes of our objectives in the policy review in 2016.

### **Objectives**

#### **Narrowing the gaps**

- To narrow the gaps at KS3 and KS4 between pupils on free school meals and other pupils in the same cohort.
- To narrow the gaps between girls and boys and new and existing pupils at KS5

#### **Fostering good relations**

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To improve the explicit and discrete teaching of anti-racist material through PHSE and the wider curriculum.

## **QUESTIONS ABOUT EACH OBJECTIVE WHICH THE SCHOOL HAS ADOPTED:**

With regard to each objective that we have adopted we will consider questions such as:

- 1. Background evidence**  
Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the information which we have published?
- 2. Procedure**  
What in practice are we actually going to do? For example, what new materials are we perhaps going to purchase?
- 3. Responsibility**  
Who will be responsible for ensuring the objective is pursued and achieved?
- 4. Measurable success indicators**  
What will count as relevant and measurable evidence that we are succeeding, or have succeeded?
- 5. Timings**  
By when do we expect to see signs of progress or success?
- 6. Expense**  
How much are we budgeting, and on what items of expenditure in particular?
- 7. Resistance**  
Who may opposed or indifferent? How shall we respond to them?
- 8. Problems**  
What problems or difficulties may arise, and how shall we deal with them?
- 9. Learning from others**  
What plans do we have for finding out what has worked well elsewhere? Do some or all staff need extra training?
- 10. Engagement**  
Who have we consulted when deciding on this objective?