

Greenford High School

Policy Document



Equality Information & Objectives

Last Updated	October 2023
Policy Type	Other Statutory
Review Frequency	Every 4 years
Staff Responsible	Mrs M Pye
Governing Committee	Resources
Next Review Date	October 2027
Approved by	Mrs M Pye, Headteacher
GHS Shared Drive	October 2023
Website	October 2023

Philosophy

The staff, pupils and governors of Greenford High school are committed to the principle of equality of opportunity for all members of the school community. This includes both the education provided for the pupils and the employment of staff.

In accordance with the aims and the Mission Statement of the school, staff and governors believe that all pupils are entitled to a stimulating educational environment which provides opportunities for them to develop self-confidence, to make better academic progress, to develop their talents in a range of spheres and to prepare them to become good citizens.

We also aim to foster an ethos based on respect for all members of the school community and where hard work and high expectations go hand in hand with enjoyment.

Equalities Legislation

We endorse the philosophy enshrined in The Equality Act (2010) in respect of both education and employment through our inclusive practices. The Equality Act 2010 brings together all previous equality legislation in England, Scotland and Wales.

It covers 8 'protected characteristics': race, gender, disability, age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment.

The Act includes a new public sector equality duty (the equality duty), replacing the separate duties relating to race, disability and gender equality. The public sector equality duty is made up of a general equality duty supported by specific duties.

The General Equality Duty

The general equality duty covers all eight protected characteristics.

We also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status.

We must have due regard in the exercise of our functions to the three aims under the equality duty.

These are to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not. The second aim of the Equalities Act (advancing equality of opportunity) involves, in particular, having due regard to the need to:

Remove or minimise disadvantages suffered by people due to their protected characteristics.

Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.

Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. For Greenford High School, having 'due regard' means:

When making a decision or taking an action we will assess whether it may have implications for people with particular protected characteristics.

We will consider equality implications before and at the time that we develop policy and take decisions and we will keep them under review.

We will consciously consider each aspect of the duty, both 'having due regard to the need to eliminate discrimination' and 'having due regard to the need to advance equality of opportunity'.

We will assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.

The equality duty is integrated into the carrying out of the school's functions. The analysis necessary to comply with the duty will be carried out rigorously and with an open mind.

We understand that the equality duty supports good education and improves pupil outcomes. It helps us to identify priorities such as the underperformance of identified groups. It does this by requiring us to collate evidence, analyse the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

The Equality Duty is supported by specific duties. The specific duties require us to publish annually relevant, proportionate information demonstrating our compliance with the Equality Duty and to set ourselves specific, measurable equality objectives at least once every four years.

The information we publish that demonstrates how we meet the equality duty includes school performance data, our Anti-bullying Policy, our school development plan and equality milestones, curriculum materials, governing body minutes, equality training materials, and parent and pupil surveys. Information can also be found in national surveys Page 4 of 4 and other relevant information from the DfE, OFSTED, the teaching unions and the voluntary sector.