



A. INTRODUCTION – THE GENERAL EQUALITIES DUTY

Equalities Statement

The Equalities Act 2010 harmonises and streamlines the various different pieces of anti-discrimination law that have been introduced over the last forty years in Great Britain.

From April 2011, all schools have been bound by what is known as the Public Sector Equality Duty (PSED) from the Equalities Act 2010 and this statement outlines how this school endeavours to have due regard for the three main components of this duty in relation to the nine protected characteristics, all of which is explained below.

Many of our other policies fall under the umbrella of the Equality Policy.

B. THREE MAIN COMPONENTS OF THE EQUALITIES DUTY WE ABIDE BY

This school has considered what each of the three aims of the equalities duty means in its own context and is committed to carrying them out:

- 1. Eliminate discrimination** – this school will take clear actions that will endeavour to redress any harassment (defined by us as verbal, emotional or physical attacks that happen more than once) and victimisation (defined by us as being singled out to be persistently intentionally harmed) of children/young people or adults that has changed their ability to function in the school environment in the usual way.
- 2. Advance equality of opportunity** – this school believes that this is the responsibility of every member of the whole school community to “narrow the gaps” (theirs and/or other peoples) in order to make progress socially, emotionally and academically).

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the school.

- 3. Foster good relations** – this school will draw on and emphasise the common purposes within it in order to support, develop and achieve harmonious relationships across the whole school community.

C. NINE PROTECTED CHARACTERISTICS TO WHICH THESE AIMS ARE APPLIED

1. Age (not applicable to any student including those over 18 years old, age applies to employees only)
2. Disability
3. Ethnicity and race
4. Gender
5. Gender identity and transgender
6. Marriage and civil partnership
7. Pregnancy, maternity and breastfeeding

8. Religion and belief
9. Sexual identity and orientation

We:

- Believe that all learners are of equal value
- Recognise, welcome and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely about our practice when making significant change
- Strive to ensure that society will benefit from our work

Therefore, Biddulph High School will, through its ethos, processes and curriculum, attempt to ensure that all students and employees overcome challenges, thrive and succeed.

D. PRINCIPLES UNDERLYING THE IMPLEMENTATION OF THE EQUALITIES DUTY AIMS

The principle underlying the notion of equality of opportunity is that treating people equally does not necessarily involve treating them all the same, but that the Equalities Act requires that account should be taken of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. To have due regard for advancing equality of opportunity may entail engaging in **positive action**.

The Equalities Act also explains that having 'due regard' of the aims to eliminate discrimination and to foster good relations will involve the need to **tackle prejudice and promote understanding**.

E. PUBLISHING INFORMATION

The school is required by law to **publish information which demonstrates compliance with the equalities duties** and then also **prepare and publish specific and measurable objectives**, which the school has endeavoured to do for the academic year 2014-15 in the attached plan.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Right of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit.

F. CURRICULUM

1. We believe that all students have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.
2. The curriculum will be both broad and balanced. A range of core learning will be experienced by all students. Students will also have the opportunity to select some areas of study according to their individual learning needs and interests. In this way students will experience a personalised curriculum.
3. The curriculum will, through its range of experiences, promote respect and understanding of diverse and different culture and religions.
4. Teachers and other professionals will strive to ensure that students with protected characteristics participate in learning activities, including classroom discussion, effectively and on an equal basis. They will monitor for any emerging inequality and work to rectify.
5. The Biddulph High School curriculum is inclusive. The school will provide support, within the resources that it possesses, to:
 - a. Ensure access and achievement in core and personalised learning for students who have Special Educational Needs or Disabilities or find difficulty with certain aspects of their learning programmes.
 - b. Ensure that there is equal access to boys and girls for all subjects and strive to eliminate any overt or subliminal action by professionals that may influence students' selection of optional subjects. This avoidance of gender bias will also be a feature of any information, advice and guidance related to future careers and progression provided within the formal curriculum or in individual sessions. It is however recognised that there may be gender segregation in the delivery of certain aspects of physical education and its associated extracurricular activity.
 - c. Provide language development tuition for those students who have English as an additional language. These students will access the full curriculum on a staged basis commensurate with their capacity to learn effectively in English.
 - d. Ensure that exceptionally able students are challenged in lessons, experience curriculum enrichment and, like all our students, have their particular attainment monitored on a regular basis.

G. ADDRESSING PREJUDICE RELATED INCIDENTS

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and they are recorded separately in order to inform our future actions.

H. ACTS OF WORSHIP

There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained school is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act or worship for other faiths.

Schools are also free to celebrate religious festivals and could not be claimed to be discriminating

against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

I. UNIFORM

The Equality Act does not deal specifically with school uniform or other aspects of appearance such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of students applies here as in relation to other aspects of school policy. It is for the Local Academy Board of the school to decide whether there should be a school uniform and other rules relating to appearance, and if so what they should be. This flows from the duties placed upon the Local Academy Board by statute to manage the school.

Long standing guidance makes it clear the schools must have regard to their obligations under the Human Rights Act 1998 (it is here rather than in relation to equality law that most case law has been determined to date) as well as under equality law, and that they need to be careful that blanket uniform policies do not discriminate because of race, religion or belief, gender, disability, gender reassignment or sexual orientation. Please refer to the Biddulph High School Uniform Policy.

J. RESPONSIBILITY

We believe that promoting equality is a whole school responsibility:

School Community	Responsibility
Local Academy Board	<ul style="list-style-type: none"> Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above, including:</p> <ul style="list-style-type: none"> Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Leadership Group	<ul style="list-style-type: none"> To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure an awareness of the responsibility to record and report prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> Support the school and the Local Academy Board in delivery a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure an awareness of the responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> Take an active part in identifying barriers for the school community and in informing the Local Academy Board of actions that can be taken to

	<p>eradicate these.</p> <ul style="list-style-type: none"> • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	<ul style="list-style-type: none"> • Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the Local Academy Board of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website.

K. EQUALITY OBJECTIVES FOR BIDDULPH HIGH SCHOOL

Equality Objective	Success Criteria to be achieved
1. There will be no significant distinctions in achievement by groups of students.	<p>a) The attainment and progress of all groups of students will be at national average or higher for that group.</p> <p>b) Attendance and exclusion data for students with protected characteristics will be no higher than the overall school average.</p> <p>c) The average level of representation and/or participation by students with protected characteristics in wider school activities events will, at least, reflect their proportion in the school community.</p>
2. Biddulph High School will be effective in promoting positive attitudes to and challenging prejudice against persons with protected characteristics.	<p>d) School Leadership will judge that the school curriculum provides an effective range of opportunities for the development of enlightened attitudes and good relationships, particularly to persons with protected characteristics.</p> <p>e) School Leadership will judge that wider school processes and ethos are effective in developing enlightened attitudes and good relationships, particularly to persons with protected characteristics.</p> <p>f) The school will have effective systems for monitoring and recording incidents of prejudice.</p>
3. Biddulph High School will be able to recruit and retain a diverse workforce.	<p>g) The proportion of Biddulph High School staff with protected characteristics will be at least similar to the proportion in the local population and/or national workforce.</p>
4. Biddulph High School continue to make improvements to the site to help persons with protected characteristics.	<p>h) School entrances will be considered.</p> <p>i) School classrooms will be judged for appropriateness.</p> <p>j) School toilet/changing facilities will be audited.</p> <p>k) A lift is provided for accessibility.</p>

L. COMPLAINTS

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available from the school office.

M. WORKFORCE BREAKDOWN

Biddulph High School equality workforce data September 2022 – September 2024

		Sept 2021	Sept 2022	Actual change (percentage points)
Whole workforce	Black and minority ethnic	0%	0%	-
	White Other	0%	0%	-
	Women	75.4%	76.3%	-1%
	Men	24.6%	23.7%	+1%
	Disabled	0%	0%	-
	LGBT (Lesbian, Gay, Bisexual, Transgender)	n/k	n/k	-
Leadership Group	Black and minority ethnic Leadership Group members	0%	0%	-
	Women Leadership Group members	100%	100%	
	Men Leadership Group members	0%	0%	
	Disabled Leadership Group members	0%	0%	-
	LGBT (Lesbian, Gay, Bisexual, Transgender) Leadership Group members	n/k	n/k	-
Heads of Curriculum Area	Women	69.2%	75%	+6%
	Men	30.8%	25%	-6%

Source: Staff within organisation report. Table shows percentage of people with declared ethnicity and disability. This section will be updated as new information becomes available.

Further details on any aspect of this policy and its implementation can be obtained from the academy.

“Working together to achieve our personal best”