

Equality Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Our School

We are a small 11-19 comprehensive secondary school. There are an equal number of girls and boys. Our percentage of children from ethnic minority groups is low at 4% and has increased in the last 3 years from very low (2%). The number of children receiving SEN support is below national average both at SEN support and at statement level.

How our groups perform

In 2016 the performance of all subgroups was in line with national averages with the exception of the progress of boys in English. Additional progress data is found in appendices.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Our Equality Objectives are:

To use performance data to monitor student achievement and respond to variations between groups of learners, subjects and comparisons national averages so that performance of groups of students is at least in line with national averages for all children.

To further raise the awareness and skills of staff to enable **all** staff to know who to seek help from and 90% of staff to feel confident in dealing with prejudicial comments when heard

To monitor and further promote of the involvement of all groups of students in curriculum enhancements and the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.