



# **PHILIPS HIGH SCHOOL**

## **POLICY ON**

### **SINGLE EQUALITY**

They need to demonstrate how they are meeting the aims of the general public sector equality duty.

## EQUALITY STATEMENT

### Legal duties

As a school we welcome our duties under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In advancing equality of opportunity:

- We aim to remove or minimise disadvantages suffered by people due to their protected characteristics
- We aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- We encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

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. This will include the following functions:

- Admissions
- Attendance
- Attainment and progress
- Exclusions
- Prejudice related incidents
- Participation

Our objectives will detail how we will ensure equality is applied to the functions 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 use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

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 Rights 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
- Tackle prejudice and promote understanding between people from different groups
- Observe good equalities practice, including staff recruitment, retention and development, and procurement
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that the communities within, around and beyond our school will benefit
- Follow guidance from Bury Children's Service HR on equality in recruitment, selection and employment
- Use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

## Our ethos/mission



This will be achieved by an inclusive approach:

- ◆ Offering a curriculum to promote a full range of learning, thinking and life skills, which values self-discipline, flexibility and initiative
- ◆ Placing emphasis upon doing and understanding as well as knowing
- ◆ Providing varied, challenging and interactive learning situations and strategies involving the use of technology and the ability to work in both individual and group situations

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	Supporting the Head as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.

Non Teaching Staff	Supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Taking 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.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking 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.

- ◆ Equipping pupils with skills, knowledge, attitudes and adaptability necessary to succeed as individuals and as responsible and valued members of society, in a world coping with ever increasing pace of change
- ◆ Fostering self-awareness and self-esteem whilst developing an understanding of the needs and values of others
- ◆ Ensuring there is mutual respect, courtesy and co-operation within school and towards the wider community
- ◆ Developing a close partnership with parents, employers and institutions within the local community
- ◆ Endeavouring to provide the highest quality in all aspects of school life
- ◆ Affording equal opportunity to all pupils

We believe that promoting equality is the whole school's responsibility:

**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 the school website. This can be found at [www.philipshigh.co.uk](http://www.philipshigh.co.uk)**

#### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and Governing Body.

**Monitor and review**

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

---

**Further guidance** for schools, parents and carers on the Equality Act 2010 can be found on <https://www.gov.uk/guidance/equality-act-2010-guidance>