

Public Sector Equality Duty

Eliminate discrimination and other conduct that is prohibited by the act

We will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review our approach to race, gender and disability bullying and harassment whenever we review our policy on behaviour.

Monitoring impact

- We will collect and analyse evidence and data on students' attainment, achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise standards;
- The governing body will publish annually information to demonstrate how we are complying with the Public Sector Equality Duty;
- The governing body will publish termly one or more specific and measurable equality objectives.

Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

We will ensure that:

- Student achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the Equality Policy;
- The talents of disabled students are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE, dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Feedback from staff, students, parents/carers will continue to be involved in the future development of the Equality Policy.

We will provide:

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well-being;
- Additional support for parents/carers of under-achieving children;
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school.

Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

We will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Support disabled students in the period of transition between middle and high school to ease the stress of moving and increase familiarity with new surroundings;
- Help children and young people to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;
- Develop skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.