



**PENWORTHAM GIRLS' HIGH SCHOOL**

# **Equality Information & Objectives Policy**

(February 2022)

**Updated Annually**

**Next review Spring 2023**

## **THE MISSION**

**To prepare articulate, questioning, tolerant and independent  
Women for the future.**

pgh*Success*

## 1. Legislation

1.1 The Equality Act 2010 (“the Act”) provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Penwortham Girls’ recognises the importance of creating a positive environment for all students and staff and is committed to making this a reality in our school.

1.2 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR).

This policy also has due regard for non-statutory guidance, including the following

- DfE (2014) ‘The Equality Act 2010 and schools’

1.3 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions.
- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The school’s liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to “old students” communications and activities

1.4 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 and include the following functions :
  - Admissions
  - Attendance
  - Attainment
  - Exclusions
  - Participation
  - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied across the whole of school and where we find evidence that functions have a significant impact on any particular group we will include work in this area.

## 2. The Policy

- 2.1 The school's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act and the Public Sector Equality Duty (PSED).

## 3. Our Ethos

- 3.1 Penwortham Girls' High School aims to prepare articulate, questioning and tolerant independent young women for the future through six core values:
- Dignity: acting with respect for oneself and others
  - Resilience: determined and hardworking to overcome challenges
  - Social Responsibility: making a positive contribution to our school and our local, national and international community
  - Curiosity: having the desire to know more and develop a lifelong love of learning
  - Ambition: aiming high and striving to fulfil our academic and creative potential
  - Compassion: being kind, caring and supportive of everyone in the community.

## 4. Principles

- 4.1 Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 4.2 The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. If incidents occur they will be immediately addressed and where appropriate reported to the Local Authority in accordance with their guidance.

- 4.3 The school will ensure all students and staff are aware of the impact of prejudice and comply with the appropriate equality legislation and regulations.
- 4.4 We have one Key Stage 3 curriculum that is ambitious in both breadth and depth. Where necessary, adaptations are made to ensure it is accessible to every student, regardless of their background. The Life Skills programme is informed by Fundamental British Values (DfE) and includes carefully planned and sequenced lessons that directly address the subject of equality, whilst tackling ethnic, racial and cultural stereotypes.
- 4.5 In Years 10 and 11, every student, regardless of their background or ability, is given their statutory National Curriculum entitlement to study at least one subject from each of the four entitlement areas: Arts, Design Technology, Humanities, and a Modern Foreign Language. Additional support to succeed in maths and English is offered to those students who require it.
- 4.6 Penwortham Girls' believes strongly that every student should be offered the opportunity to participate in a wide range of extra-curricular activities that will develop their character and enrich their lives. These opportunities encompass sport, the Arts, charitable works, and careers.

## 5. Equality Objectives

- 5.1 In achieving compliance with the Act, objectives are reviewed and set annually. Based on thorough self-evaluation, detailed below are the school's current set of overriding objectives:

Objective Group	Objective
<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>• Further reduce the gap in both achievement and attainment between disadvantaged and non-disadvantaged students.</li> <li>• Routinely monitor and evaluate the minimum entitlement of every student to a rich and varied co-curriculum.</li> </ul>
<b>Behaviour and Attitudes</b>	<ul style="list-style-type: none"> <li>• Further diminish the in-school gap in attendance for key groups including SEND and disadvantaged.</li> <li>• Continue to improve the behaviour of identified vulnerable students so it is in line with the rest of school.</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Continued evaluation of our personal development curriculum, seeking opportunities where possible to deepen cultural understanding and awareness of different beliefs and life choices within the school community and beyond.</li> </ul>

<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>As part of subject reviews, line managers to quality assure curriculum content to ensure it reflects the diversity of our school community.</li> </ul>
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5.2 The school will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan.

5.3 The school’s leaders accept and welcome their responsibility to have due regard in decision making and actions to the possible implications for the students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

6.1 We believe that promoting equality is the whole school’s responsibility. The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community.

6.2 The school aims to eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it and foster good relations between people who share a protected characteristic and people who do not share it.

6.3 The whole school community has a responsibility to implement and adhere to this policy as follows:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> <li>Ensure the school complies with the appropriate equality legislation and regulations.</li> <li>Meet its obligations under the PSED to publish equality objectives at least every four years.</li> <li>Ensure the schools policies and procedures are developed and implemented with appropriate regard to their impact on equality.</li> </ul>
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> <li>Implement this policy and procedures.</li> <li>Promote 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.</li> <li>Ensure that staff have appropriate skills to deliver equality, including student awareness.</li> <li>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>

	<ul style="list-style-type: none"> <li>Actively challenge and take appropriate action in any case of discriminatory practice.</li> </ul>
Senior Leadership Team	<p>Support the Headteacher as above including:</p> <ul style="list-style-type: none"> <li>Ensure fair treatment and access to services and opportunities.</li> <li>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> <li>Design and deliver an inclusive curriculum.</li> </ul>
Teaching Staff	<p>Support the Senior Leadership Team as above including:</p> <ul style="list-style-type: none"> <li>Help in delivering the right outcomes for students.</li> <li>Deliver an inclusive curriculum.</li> <li>Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</li> <li>Ensure that they are aware of their responsibility to record and report prejudice related incidents.</li> <li>Promote equality and good relations, and not harass or discriminate in any way.</li> <li>Monitor students' progress and academic needs to ensure the appropriate support is in place.</li> <li>Abide by all the school's policies and procedures.</li> </ul>
Support Staff	<p>Support the Headteacher, SLT and teaching staff as above including:</p> <ul style="list-style-type: none"> <li>Support the school and governing body in delivering a fair and equitable service to all stakeholders</li> <li>Uphold the commitment made by the Headteacher on how students and parents /carers can be expected to be treated.</li> <li>Support colleagues within the school's community.</li> <li>Ensure that they are aware of their responsibility and to record and report prejudice related incidents.</li> <li>Abide by the school's policies and procedures.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Take an active role in supporting the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</li> </ul>
Students	<ul style="list-style-type: none"> <li>Not discriminate or harass any other student or staff member.</li> <li>Actively encourage equality and diversity in the school by contributing their cultural experience and values.</li> <li>Supporting the school to achieve the commitment made to tackling inequality.</li> </ul>

	<ul style="list-style-type: none"><li>• Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider community can be expected to be treated.</li><li>• Report any incidences of bullying or harassment.</li><li>• Abide by the school's policies and procedures</li></ul>
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## **7. Monitoring and Review**

- 7.1 This policy and its implementation will be monitored and reviewed on an annual basis by the Headteacher and the Governing Body.
- 7.2 The equality objectives will be monitored and reviewed annually and updated at least every four years.

*Version 2: Objectives updated February 2022*

*Andrea Barnes*

*Business Manager*