

Purbrook Park School

Enjoy Enrich Excel



Equalities Objectives

Co-ordinator: Paul Foxley

Start date: January 2025

Review date: January 2029

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who learn, work and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors, and parents and carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender (including gender questioning/reassignment), marriage and civil partnership (applicable only to staff), maternity and pregnancy, race, religion or belief, sex, and sexual orientation.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

School Context

We collect equality information from staff and pupils and a useful summary can be found in Appendix A of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whatever their age
- Whether or not they are disabled
- Whatever their gender and gender identity
- Whether they are married or in a civil partnership

- Whether they are currently pregnant or have recently given birth
- Whatever their race, ethnicity, national origin or national status
- Whatever their religious or faith background
- Whatever their sex
- Whatever their sexual orientation

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating people all the same. We recognise that our policies, procedures and activities must not discriminate, and must take account of diversity and the kinds of barriers and disadvantage that pupils, parents/carers or staff may face in relation to their protected characteristics:

- Age – we value the diversity in age of staff, parents and carers.
- Disability – we understand that reasonable adjustments may need to be made.
- Gender reassignment – we understand that people may question or reassign their gender.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, pupils, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.
- Race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Religion or belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Sex – we recognise that girls, boys, women and men have different needs.
- Sexual orientation – we respect that people have the right to determine their own sexual orientation.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other.
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with

full respect for legal rights, taking into consideration aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts, and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity, to ensure that their views are taken into consideration. For policies and activities affecting pupils, we will take account of views expressed in school; for parents, through parent governor representation, and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion, and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Appendix B to this policy statement and take into consideration both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in our:

- delivery of the school curriculum
- teaching and learning within the school
- practice in relation to pupil progress, attainment and achievement
- teaching styles and strategies

- policies and practice in relation to admissions and attendance
- policies and practice in relation to staff
- care, guidance and support to pupils, their families and staff
- policies and practice in relation to pupil behaviour, discipline and exclusions
- partnership working with parents and carers
- contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to pupils and staff are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented, and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy in order to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver the curriculum and lessons
- support pupils in their class who may have additional needs

Equalities Information (Updated January 2025)

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct under the Equality Act 2010.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation).

Pupil Attendance by Gender 2023-24	Boys: 50.5% Girls: 49.5%
Gender of workforce (September 2024)	Male: 30% Female: 70%
Race Distribution of workforce (September 2024)	White British: 92% White, any other background: 4% Mixed, any other background: 1% White, Irish: 1% Not obtained: 2%
Applications received for employment by gender 2023-2024	Male: 9% Female: 91%
A8 by Gender 2024 Exam Results	Girls: A8: 50.6 Boys: A8: 43.5
Disadvantaged Performance (A8) 2024 Exam Results	A8: 38.7 (LA non-disadvantaged A8:49.2)

Equality Objectives

Appendix B

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1: Our curriculum ensures high quality teaching which meets the needs of all learners, so that all pupils make progress well above the national average by the end of Key Stage 4.

Objective 2: All disadvantaged pupils attain outcomes in line with pupils who are not disadvantaged.