

	<b>Equality Information and Objectives Statement</b>	
	<b>Last reviewed: May 2021</b>	<b>Next review: May 2025</b>
	<b>Linked Governor: Tracey Evans</b>	<b>SLT Member: Rebecca Kingston</b>

### **Our Mission Statement**

At Ashlyns we encourage each and every student to aspire and achieve beyond their expectations. Our aim is for our students to achieve outstanding academic success; alongside this we equip students with the organisational, social, communication and leadership skills which are the building blocks to becoming confident, happy, responsible and successful adults of the future.

We believe everyone at Ashlyns will:

- aim for excellence in all undertakings, to fulfil their potential
- care for and value others
- be confident and creative learners, building a foundation for enjoying life-long learning
- make a positive contribution to the school and wider community
- adopt and promote healthy lifestyles
- celebrate achievement

### **Equality Information and Objectives Statement**

The Governing Body and staff of Ashlyns School are strongly committed to providing an inclusive and effective learning environment in which all members of the school community can thrive and succeed; we celebrate and value diversity and are deeply committed to equality within our community and the wider world. At all times, we have the highest regard to our duty to:

- eliminate discrimination and harassment
- advance equality of opportunity
- foster good relationships between all of the different groups within our school community

The Equality Statement and our Objectives enable us to bring together the school's approach for promoting equality in our policies and develop an action plan to eliminate discrimination and harassment covering the following protected characteristics:

- ethnicity and race
- disability
- gender identity and reassignment
- religion and belief
- sexual orientation
- age
- pregnancy and maternity
- marriage and civil partnership
- less favourable socio-economic circumstances

All of our school policies exist to provide a framework for supporting our Mission Statement.

## Equality Scheme

Includes:

1. Equality Information and Objectives Statement - reviewed every 4 years
2. Equality Objectives - reviewed annually
3. Equality Action Plan - reviewed termly

### 1 Underlying Principles

Ashlyns School values diversity in its student body, workforce and wider community. As such, we:

- respect and value, as individuals, all members of our school community
- value diversity and understand that different people bring different perspectives, ideas, knowledge and culture, and this difference brings great strength
- recognise and celebrate the contributions made by all members of the school community
- challenge inequalities, prejudice, intolerance and stereotyping
- maintain the dignity and rights of every individual
- anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential; provide support to individuals and groups of students who require something extra to meet their needs
- regard parents/carers as an integral part of our community and involve them as much as possible in the joint enterprise of making learning exciting and positive for all
- involve the wider community as much as possible
- recognise that patterns of under-achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others
- expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

### 2 Legal Background

#### 2.1 Key legislation

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand our General Duty under the Equality Act 2010 and SEND Code of Practice 2015 and have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited under this act
- **advance equality** of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

The specific duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- publish annually information, showing compliance with the PSED
- set one or more specific measurable equality objectives every four years that further the aims of the equality duty

## 2.2 Related policies

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Sex and Relationships Policy
- School Prospectus
- Child Protection Policy
- Children Looked After Policy
- Communications, including Complaints Policy and procedure
- Curriculum Policy
- Online Safety Policy
- Exclusion Policy
- Home-School Agreement
- SEND Policy and Report
- Sex and Relationships Policy
- Pay Policy and Appraisal Policy

## 2.3 General Duties

Under the Equality Act 2010 (as amended) and SEND Code of Practice 2015 the school recognises it has statutory duty to carry out functions with due regard and to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups, including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children looked after and their carers
- Children and/or staff who are gay or lesbian
- Students who are pregnant or have just given birth
- Transgender students or staff

## 3. Roles and Responsibilities

### 3.1 Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this Scheme.

### 3.2 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff report to the Headteacher on actions and progress. Monitoring of equality and diversity by Governors is through SEND link Governor meetings, Chair of Governor meetings with the Headteacher and reports to the Governing Body Committees.

### 3.3 Responsibility for delivering the scheme

All members of staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for:</b>	<b>Key person:</b>
Equality Scheme	A West (Senior Finance & Ops Manager) E.Haezewindt (INCo)
Disability Equality	T Kirk (Deputy Headteacher) E.Haezewindt (INCo)
SEN/LDD (including bullying incidents)	E.Haezewindt (INCo) R.Peters (Deputy Headteacher)
Accessibility	E.Haezewindt (INCo) A.West (Senior Finance and Operations Manager)
Gender Equality	R.Peters (Deputy Headteacher)
Race Equality (including racist incidents)	R.Peters (Deputy Headteacher)
Equality and diversity in curriculum content	R. Kingston (Deputy Headteacher)
Equality and diversity in student achievement	R. Kingston (Deputy Headteacher)
Equality and diversity – behaviour and exclusions	R.Peters (Deputy Headteacher)
Participation in all aspects of school life	R.Peters (Deputy Headteacher) E.Haezewindt (INCo)
Impact assessment	R. Kingston (Deputy Headteacher)
Stakeholder consultation	R.Peters (Deputy Headteacher) R.Kingston (Deputy Headteacher)
Policy review	R.Peters (Deputy Headteacher)
Communication and publishing	R.Peters (Deputy Headteacher)

### 3.4 Commitment to review

The School Equality Scheme is aligned to the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated annually. Following this regular impact assessment, the whole Equality Scheme will be reviewed every four years.

### 3.5 Commitment to publish

We are committed to sharing information about our Equality Scheme as broadly as appropriate. Information regarding our Equality Scheme, policies and additional statutory information is available from the School website. Hard copies of some documents are available on request from the school office. Please see our Freedom of Information Policy and Publication Scheme for more information.

### 3.6 Commitment to action

#### **Governors will:**

- provide leadership and drive for the development and regular review of the school's Equality Scheme and other policies
- ensure the accountability of the Headteacher and senior staff for the communication and implementation of this, and other, policies
- act as appropriate role models for the school community
- congratulate examples of good practice from the school and among individual staff and students
- ensure a consistent response to incidents, e.g. bullying and racist incidents
- ensure the school carries out its statutory duties

#### **The Headteacher and senior staff will:**

- ensure they are aware of the school's statutory duties in relation to equality legislation
- initiate and oversee the development and regular review of equality policies and procedures
- consult students, staff, parents/carers and other stakeholders in the development and review of the policies where appropriate
- ensure the effective communication of the policies to all students, staff and parents/carers
- ensure that staff are trained as necessary to carry out the policies
- hold line managers accountable for effective policy implementation
- act as appropriate role models for all staff and students
- highlight good practice and promote it throughout the school and wider community
- ensure a consistent response to incidents
- ensure quality assurance procedures include scrutiny of equality issues
- ensure the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- ensure the school's publicity materials present appropriate and positive messages about diversity
- ensure the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy
- ensure that performance is assessed in relation to equality issues and take action as appropriate
- ensure that curriculum planning, teaching and learning methods, classroom organisation, assessment procedures and educational trips and visits take account of the need to promote equality

#### **Staff with specific responsibilities will:**

- deal with incidents of discrimination or harassment
- respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- implement the Equality Scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- contribute to managing the implementation of the Equality Scheme

#### **All staff are responsible for:**

- challenging inappropriate behaviour by students, staff, parents/carers and visitors
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy
- keeping up to date with the law on equality and undertaking relevant training as appropriate

- ensuring lesson content, resources and published materials demonstrate sensitivity to issues of equality
- contributing to consultation and reviews as appropriate
- behaving respectfully and with fairness to all colleagues, students, parents/carers and visitors
- providing a consistent response to incidents

**All students will undertake to:**

- respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion, age or ability
- treat all members of the wider community with courtesy, respect and consideration, acting as ambassadors for the school
- make a positive contribution to the ongoing success and development of the school
- report any incidents of bullying or harassment and support students who are suffering from discrimination in any way
- challenge discrimination and bullying

**All parents/carers will undertake to:**

- respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion, age or ability
- ensure their child/ren understand/s the expectations of being a responsible member of the community and respect/s the school's rules
- take part in consultation processes to aid school development
- attend consultation evenings and other events organised to help support their child/ren's progress, working with the school to achieve the best possible outcomes

## **4 Engagement**

### **4.1 Participation and involvement**

Our school is committed to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We involve staff, students, parents and other stakeholders in the development of this scheme.

### **4.2 Mechanisms used to involve and consult**

- updates via email, newsletters, the school website and feedback from Governing Body meetings
- discussion via parental focus groups and regular Parent Forum meetings
- feedback from Parents' Consultation Evenings, Information Evenings and other events
- creation of specialist groups or individual consultation with students and parents in order to review practice or formulate action plans for students
- consultation with key staff, including Heads of Year, INCo and appropriate support staff e.g. Learning Mentors

## **5 Reporting**

Information collected will be used to:

- report to the Governing Body or appropriate Governors' Committees on the implementation and impact of the scheme
- produce summative reports showing the impact of the scheme to the Governing Body
- analyse outcomes for students with Protected Characteristics
- take into account decisions regarding staffing, curriculum and premises development
- form part of the review of school improvement plans and SEFs
- contribute to the formulation of new school improvement plans and SEFs
- inform the review and implementation of new intervention strategies