



Forest High School Equality Information and Objectives

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SGS Forest High School Equality Information and Objectives March 2022

Part 1: Our Principles

All students and staff at in our Trust are provided with opportunities to fulfil their potential whatever their gender identity, ethnic or national origin, marital status, age, sexual orientation, disability, first language or religious belief. These principles are clearly set out in the SGSAT Equalities Policy and our website, and are reproduced below.

The Seven Key Principles are:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities which are different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our schools' communities to feel a sense of belonging within their school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our learners. We expect that all learners can make good progress and achieve to their highest potential
7. We work to raise standards for all learners, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of learners raises standards across the whole Trust.

Part 2: Our Responsibilities

Our principles and objectives are developed in accordance with The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination, and The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with

the Public Sector Equality Duty and to publish equality objectives. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. These duties also 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.

The Equality Act was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Act introduced requires all schools to comply with the **Public Sector Equality Duty** and two **specific duties**.

Public Sector Equality Duty requires us to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The two “specific duties” require our schools to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality Objectives at least every 4 years which are specific and measurable.

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our schools, including to staff, students and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to our Headteachers and Central Trust Staff as appropriate.

Our Headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and students.
- Monitor success in achieving the objectives and report back to Trustees.

All school staff:

- Are expected to have regard to this document and to work to achieve the objectives.

Part 3: Objectives

As a Trust, we aspire to meet the Public Sector Equality Duty by following the practices detailed below.

Objective 1: Eliminate unlawful discrimination, harassment and victimisation

- Headteachers have responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements.
- The Trust Group Services Officer has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.
- We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. An applicant complete a generic 'all encompassing' health questionnaire as part of the application procedure.
- We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. Any discrimination will be dealt with under existing Trust discipline procedures.
- The Trust deals with admissions in a non-selective way, taking in mixed, multi-ethnic students of all abilities and serving the local community as a priority.
- The Trust ensures that all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training. The Trust will monitor applications and appointments, and produce an annual summary for Trustees.
- All our new or revised Trust-level policies include detailed equality impact assessments.
- Regular training and induction ensures that staff and Trust/LSB Members are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility to promote mental health awareness and develop appropriate interventions where necessary.
- Addressing unconscious bias through training and wider reading for staff and students.
- Continue to improve accessibility across the academy sites for students, staff and visitors with disabilities, including access to specialist teaching areas.
- Ensuring that incidents involving any form of discriminatory behaviour or language are dealt with swiftly and sanctioned in accordance with each school's behaviour policy.

Objective 2: Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

- Students throughout the Trust have a right to expect a variety of teaching and learning strategies designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students. The Trust holds data on standards and progress achieved by all students and analyses this to monitor the performance of those with particular characteristics, where these are known. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics.
- Students with identified special educational needs are catered for within the classroom environment by differentiation and support.
- Students taking public examinations have fair access to assessment by allowing candidates suitable access arrangements which allow learners to show what they know without changing the demands of the assessment.
- Ensure that social activities are flexible enough to allow all students to participate.
- Actively seek to close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
- Actively seek to improve the attendance of students from particular groups.
- Increasing the participation of particular groups in school activities.
- Improving the participation and engagement of different groups of parents and communities.

Objective 3: Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- We interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.
- Staff receive regular training to help them understand their equality duties/and or the differing needs of protected groups within our school community.
- Teachers and support staff will encourage positive interaction between students by creating collaborative learning activities.
- It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each student. Through assemblies, RE and other lessons specifically, but also in other areas of the curriculum, the Trust seeks to promote a positive attitude towards differing cultures, religions and lifestyles.
- Continuously review and revise the curriculum so that it represents a diverse culture and society which encourages tolerance and respect, and increases awareness of black and LGBTQ history and culture.

- Gathering the views of our protected characteristic student and staff community regarding their experience and acting on recommendations where possible.

Part 4: School-Based Objectives

This section identifies additional school-specific SMART targets we have identified in order to further:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

Intent (ie school-specific and time-related areas for improvement)

Detail of school-specific area for improvement	Relates to objective A, B or C
Disadvantaged students underachieve in relation to non-disadvantaged students at FHS and all students nationally.	B
EAL students (who are mostly of Gypsy Roma origin) underachieve in relation to non-EAL students at FHS and all students nationally.	B
SEND students and EAL students do not attend school as often as non-SEND and non-EAL students.	B

Implementation and Impact (ie the outcomes we are aiming for and how we will know whether they have been achieved.)

Implementation (action)	Intended Impact (success criteria)	Date to be reviewed and by whom
Improve progress and attainment of disadvantaged students in all subjects.	Disadvantaged achievement gap narrows over time.	Strategies implemented by all staff, overseen by AHT responsible for Best Curriculum, and monitored through QA processes in school.
Improve progress and attainment of EAL students in all subjects.	EAL achievement gap narrows over time.	Strategies implemented by Natalia Smith (EAL Lead) as part of School Improvement Plan for Best Curriculum and monitored through QA processes in school.
Improve attendance of SEND and EAL students.	SEND and EAL attendance matches that of other groups.	Strategies implemented under leadership of AHT responsible for Best Culture within School

		Improvement Plan and monitored through QA processes in school.
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9. MANDATORY INITIAL IMPACT SCREENING			
Completed by:			
SDM	DCEO	09/03/2022	
I have read the guidance document: Completing a Policy Impact Assessment?			<input checked="" type="checkbox"/>
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:			<input type="checkbox"/>

EQUALITY AND DIVERSITY IMPACT ASSESSMENT	
Characteristic	This policy seeks to:
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment
Disability	Encourage and promotes individuals with disabilities and aims to eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulties/disabilities.
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred
Gender	Monitor the participation, performance and progress of female, male and intersex learners and staff and act to address inequalities
Race or Ethnicity	Ensure that staff and learners are equipped to recognise racial and ethnic diversity and to challenge racial and ethnic discrimination
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment
Gender reassignment	Respect the rights of individuals and address the inequality of right for persons under the age of 18.
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	All
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:	All
Is there any possibility that this policy could operate in a discriminatory way?	<input checked="" type="checkbox"/> <input type="checkbox"/>
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/> Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Choose an item. Art. 2 Non-discrimination Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>