



WILLIAM FARR

C of E Comprehensive School

Equalities Objectives Policy

Vision and values

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

Compassion *Friendship* *Perseverance* *Respect* *Responsibility* *Wisdom*

1 Aims

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination, harassment and victimisation prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic* and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This underpins our school vision and core values and is reflected in our inclusive ethos.

We expect pupils to demonstrate their commitment to equality through our core values by:

Showing **compassion** for everyone

Giving of **friendship** without discrimination

Persevering to do what is right

Respecting all, without exception

Taking the **responsibility** to support others

Having the **wisdom** to confront prejudice and to work to eradicate it

Our aim is to educate pupils so that they are **conscious** of discrimination, harassment and victimisation, have the **confidence** to challenge it and the **competence** to work to eliminate it.

* The protected characteristics covered by the Equality Duty are:

- Age;
- Disability
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation

As a school we have no hierarchy however, we accept that there are some characteristics that are more relevant to our school community and therefore that the Big 5 for the pupils are likely to be Race, Religion, Disability, Gender and Sexuality.

2 Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty (published on the school website under 'Information') and protects people from discrimination;
- 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](#);
- Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

3 Roles and responsibilities

All staff have a duty to provide a high-quality, ambitious education and are expected to work within the framework of this document.

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated to stakeholders and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.
- Review the Equality Objectives Policy annually.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst stakeholders;
Monitor success in achieving the objectives and report back to governors.

4 Eliminating discrimination, harassment and victimisation

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, school policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are reminded of their responsibilities under the Equality Act, for example during induction meetings, department/year team meetings, INSET days and professional development courses/twilights.

Pupils are reminded of their responsibilities through a Code of Conduct, taught lessons, Personal, Social and Health Education (PSHE), Careers Education, Information, Advice and Guidance (CEIAG), form time and assemblies as well as during support and mentor meetings with staff. This includes working with student welfare and outside agencies to support vulnerable pupils.

School Objectives 2024-26:

- To promote greater inclusivity and diversity of the learning environment.
- Progress against Misogyny Action Plan
- Continuing support for LGBT+ students through awareness, LGBT+ role and regular meetings

5 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Publish pupil progress data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement and implement actions in response;
- Make evidence available showing behaviour data for specific groups e.g. any incidents of bullying: gender identity, racism, SEND, culture, appearance or health conditions, religion, and home circumstances;
- Encourage all pupils, including those with protected characteristics, to take part in trips, visits and extra-curricular activities;
- Allow all pupils, including those with protected characteristics, the choice to wear gender neutral school uniform and use gender neutral toilets;

- Make students aware of equal opportunities and equality issues in all aspects of Careers Education, Information, Advice and Guidance (CEIAG).

School Objectives 2024-26:

- Improve attendance to an average of 96% across the school with focus on DA/PP students
- Develop SEND provision & create a “no ceiling” mindset for SEND students
- Develop an automated RAG-rated mark book which feeds into an end of term datapoint, therefore reducing staff workload and which highlights underachievement
- Continue to engage students in extra-curricular and enrichment activities
- Explore ways in which technology can be better utilised to reduce staff workload & simplify processes, thus improving wellbeing

6 Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it to create a sense of belonging felt by all through:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. For example, RE, Citizenship, British Values and Personal, Social and Health Education (PSHE);
- Holding school assemblies based on our core values which deal with relevant issues. Pupils are encouraged to participate in such assemblies and we will also invite guest speakers to contribute;
- Working with our local community. For example, through PSHE, Stonewall, delivering ACE days, offering Church Schools events and charity fund raising;
- Encouraging and implementing initiatives to deal with any potential tensions between different groups of pupils with protected characteristics. For example, mixed gender lessons, curriculum option choices, inclusive sports events, a vertical house system, and LGBT+ students.

School Objectives 2024-26:

- Review RSE curriculum in line with KCSIE 2025
- Development of restorative and relational practices
- Plan for Cultural and Diversity Days
- Further develop a sense of belonging at WFS

7 Equality considerations in decision-making.

The school ensures it has due regard to equality considerations whenever important decisions are made. It considers the impact of important decisions on particular groups including those with protected characteristics:

- When a school trip or activity is being planned;
- When lessons are being prepared and taught;
- When school elections are being held;
- When sports teams are being assembled;
- when rewards and certificate are being given.