



EQUALITY INFORMATION AND OBJECTIVES POLICY

SLT Member with responsibility for Equality: Mrs D Afriyie (Deputy Principal)

Link Governor with responsibility for Equality: Mr M West (Co-Chair of Governors)

INTENT

The single public sector equality duty (known as the PSED or the equality duty) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are age, race, disability, sex, age, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment, marriage and civil partnership.

NB: the first and last protected characteristics above are listed in the revised Equality Act 2010, but are not listed in the DfE guidance. Age as a protected characteristic does not apply to students in schools, so students can be treated in ways appropriate to their age and stage of development without risk of legal challenge.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect students or staff with different protected characteristics. This duty has three elements. In carrying out their functions, public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard, to the need to advance equality of opportunity, is defined further in the Equality Act 2010:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

Principles that inform our practice:

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes. Schools need to do these themselves and cannot delegate responsibility to anyone else.

As well as considering how each decision and policy may affect students with different protected characteristics which in turn will help identify priorities our school aims to promote respect for difference and diversity in accordance with our school's Golden Rule:

"Students are expected to show consideration and respect to all members of the school and local community at all times"



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

IMPLEMENTATION

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty 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.
- This document also complies with our funding agreement and articles of association.

Shirley High School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the school's equality data, policies and practice and identified any gaps.
- Examined how our school engages with the protected groups, identifying where practice can be improved.

Roles and responsibilities

The governing body is responsible for ensuring that:

- The school complies with equality legislation and that the equality information and objectives as set out in this policy are published and communicated throughout the school including to staff, students and parent / carers.
- This policy and related procedures are implemented.
- The published equality information is updated at least every year and that the objectives are reviewed and updated at least every 4 years.

The equality link governor is responsible for ensuring that:

- A termly meeting is held with the designated SLT member of staff for Equality, to discuss any issues and how these are being addressed
- They are familiar with all relevant legislation and the contents of this document
- They attend appropriate equality and diversity training
- They report back to the full governing board regarding any issues

The Principal is responsible for ensuring that:

- There is a designated SLT member of staff for Equality who will review and update the school's equality information and implement the school's stated equality objectives .
- The Equality Information and Objectives Policy is readily available to governors, staff, students and parents.
- The monitoring of progress towards the equality objectives and reporting annually is delegated to designated SLT member of staff for Equality.
- Visitors and contractors are also responsible for following relevant school policies.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

The designated SLT Member with responsibility for Equality is responsible for ensuring that:

- The Equality Information and Objectives Policy. is monitored, reviewed and updated annually.
- They undertake the day to day coordination and implementation of the policy.
- They support the Principal in promoting knowledge and understanding of the equality objectives among staff and students
- They meet with the equality link governor every term to raise and discuss any issues regarding equality
- All staff know their responsibilities and receive training and support in carrying these out
- They prepare reports as required and requested by the Principal.

The School Lead of Personal Development is responsible for ensuring that:

- They enable education for students and staff about the Equalities Act 2010
- The Personal Development curriculum covers all aspects of equality in line with the Relationships, Sex and Health Education Policy

All staff will:

- Advance equality in their work and strive to achieve the published objectives.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Be able to recognise and tackle bias and stereotyping.
- Take up training and learning opportunities.

All Parents / Carers and Students will:

- Follow the relevant policies and procedures.
- Engage with the PD curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents.

Links with other policies

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The Equality Information and Objectives Policy links with the following policies which can be read in conjunction:

- Behaviour Policy
- Inclusion Policy (including the Accessibility Plan)
- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Relationships, Health and Sex Education Policy (inc. PD)
- Collective Worship Policy
- School Values and Ethos Information (displayed around school and on school website)

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, reviewed or other events that have not previously been covered in depth. This document will be reviewed and approved annually by the governing board



IMPACT

Advancing equality of opportunity

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during CPD / staff meetings..New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually at the September INSET day.

The school has a designated SLT member of staff for monitoring equality issues, and an equality link governor. They liaise termly regarding any issues and make senior leaders and governors aware of these as appropriate.

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 staff and students that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of staff and students who have a particular characteristic
- Encouraging staff and students who have a particular characteristic to participate fully in any activities

Improving teaching and learning in school

- Providing a framework for identifying student needs, and weighing them against other education priorities when making any relevant decisions including those decisions on participation in school activities, thereby ensuring students engage effectively in learning
- Equality is not necessarily about treating people the same way, but about developing different strategies to meet the different needs of students. Eg through the SEND framework or through providing additional support to groups of students who need it.
- Improvement of careers and progression through analysing evidence of where students go after they leave school to help maximise the potential of all our students. This will help to increase the participation of students with different protected characteristics when it is disproportionately low in particular areas of school life. This extends beyond the curriculum to areas of the school's activities such as option choices and work experience opportunities.

Making effective use of data and information

- Publish attainment data each academic year showing how students with different characteristics are performing. This will help to focus attention on performance gaps between groups of students, for example girls and boys, black, white and Asian students, and disabled and non-disabled students.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information. Whilst statistical data can be an important source of information in monitoring, a great deal of useful information can also be obtained from individual tracking of attainment, lesson observation and talking to students and parents.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students
- Collating and analysing information and data on all aspects of school life can lead to policies and practices that are more attuned to the needs of different groups of students.

Fostering good relations

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, Personal Development and RSE education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

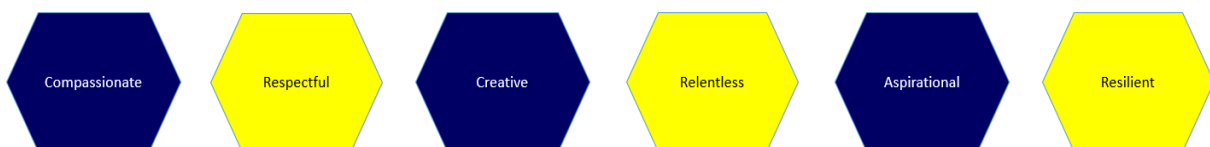
To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions and / or bullying between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's curricular and extra curricular activities. We also work with parents to promote knowledge and understanding of different cultures through events such as Cultural Diversity Day
- Having a framework for identifying student needs, and weighing them against other education priorities when making any relevant decisions including those decisions on participation in school activities.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Supporting effective partnerships by encouraging initiatives among local authorities, schools, parents, carers, and members of local communities. This includes discussions on what actions are needed to improve education for groups of students and to foster good relations across all protected characteristics.

Equality considerations in decision-making / policy writing

- The school ensures it has due regard to equality considerations whenever significant decisions are made. Monitoring the success of any initiative is important to ensure that it is an effective use of resources. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to students with disabilities or if it has equivalent facilities for boys and girls.
- The school risk assessment form contains an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions when planning school trips and activities. This is completed by the member of staff organising the activity and is stored electronically.
- The equality duty can help policy making in schools become more relevant to all groups of students and help the school decide on its priorities.
- Due consideration of issues that need to be borne in mind before making significant decisions regarding suspensions and exclusions. Turning these into questions or prompts can help in the consideration of policies or making decisions. Eg. Is the policy/decision likely to result in discrimination?
- The duty applies to all our policies and procedures. It also applies to what may not be written down, i.e. practices. Applying the equality duty can help to identify issues and shape policies around the needs of different groups of learners whose interests are protected by it. When reviewing a policy our school will always consider emerging equality issues.

We want all at SHS to believe in and maintain the values of our school:





SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

APPENDICES

Appendix A: Dealing with Prejudice Related Incidents

Appendix B: Equality Objectives 2024-2025 (reviewed annually)



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

APPENDIX A

DEALING WITH PREJUDICE RELATED INCIDENTS

Prejudice will not be tolerated at Shirley High School Performing Arts College. The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties. This includes:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities e.g. anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

Clear procedures are in place and outlined below to ensure prejudice related incidents, discrimination and harassment are dealt with promptly, firmly and consistently. All prejudice related incidents will be recorded.

Prejudice Related Incidents is will be monitored by and reported to SLT (Behaviour Lead)

Definition:

A prejudice related incident is any incident which is so perceived by the victim, or any other person.

NB:

- Although an incident is alleged or perceived to be prejudice related it does not necessarily mean that it is. It must still, however, be recorded and an investigation must be carried out.
- Whether or not the offender intended their behaviour to be prejudiced is irrelevant. Although the offender's intentions are an important consideration in the investigation, their attitudes, motivation and awareness are not the main issue initially.

Categories of Prejudice Related Incidents:

1. Incidents involving Physical Abuse

- Physical assault against a person or group because of disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation.
- Prejudice related damage to personal property.

2. Incidents involving Verbal/Written Abuse

- Intimidation and threats
- Verbal abuse, name calling, prejudiced jokes
- Insulting behaviour or gestures
- Ridicule of an individual for perceived differences
- Prejudice related comments during class discussions.
- Refusal to cooperate with other students because of their disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation
- Abusive comments in letters/emails/written work/internet/texts
- Prejudice related graffiti



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

3. Incitement (Incidents seeking the support of others in Prejudice Related Behaviour)

- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist materials such as leaflets, comics, magazines or computer software into school.
- Using the school's computer systems to access and distribute racist materials.
- Attempt to recruit students and students to racist organisations and groups.

Procedure to deal with incidents:

In all cases, whatever the nature of the complaint:

- Incident to be entered on Class Charts
- Investigation will be undertaken (details to be clarified; area of the complaint to be made clear; victim(s), aggressor(s) and witness(es) to be questioned and their statements written. Clarity is needed as to why harassment is perceived as such).
- Investigation details and statements to be passed onto
- will discuss the investigation with the victim and aggressor;
- The appropriate sanctions / restorative approaches will be applied.

Schools will be most effective in managing and responding to prejudice related incidents where;

- Clear, well-defined procedures for preventing and responding to prejudice related incidents are an integral part of the school's equality policy.
- Clear well-defined procedures for responding to incidents are integral to the schools systems for managing behaviour and providing pastoral care and support.
- Sanctions are applied appropriately in line with the schools behaviour policy and procedures.
- All staff have received training in responding to prejudice related incidents and follow the correct procedures for reporting incidents.
- An identified senior leader has overall responsibility. This responsibility includes:
 - ensuring that all incidents are recorded consistently;
 - ensuring that in all serious incidents the Safer Schools Police Team are contacted;
 - ensuring incidents are fully investigated and appropriate action is taken including parental contact;
 - monitoring and reviewing patterns of incidents and taking appropriate action;
 - Reporting to Governors as appropriate.
- Students have been involved in reviewing the procedures for responding to prejudice related incidents.
- All students are made aware of the procedures for reporting incidents and who they can report incidents to.
- New staff are made aware of the procedures as part of their induction to the school.
- Parents/carers are made aware of and have access to the school's policy and procedures.

Incidents involving Students:

Support and intervention for victims and perpetrators will be most effective when:

- As part of the intervention, work is carried out with both the victim and the perpetrator:
 - the victim should be provided with immediate support and reassurance that the incident will be taken seriously, fully investigated and appropriate action taken in line with established school procedures.
 - the victim should be given every opportunity to express his/her concerns and feelings.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

- the victim is kept informed of the outcome of the incident reported.
 - the views of the victim should be taken into careful consideration when deciding the action to take.
 - the perpetrator understands and takes responsibility for the impact of their behaviour on the victim and the hurt and damage the incident may have caused.
 - the perpetrator is supported in understanding why prejudice related incidents are so serious.
 - the perpetrator is provided with opportunities for exploring the underlying attitudes and values that have led to the incident
- A restorative approach is used where appropriate to provide an opportunity for the victim to explain their feelings, the perpetrator to apologise and for reconciliation to be achieved. However, the victim must feel safe and confident with this approach.
 - Both victims and perpetrators are made aware of the serious nature of the incident, of the unacceptable nature of the behaviour and the reasons for this.
 - The parents/carers of both victims and perpetrators are informed of the incident, the action taken by the school and the reasons for that action, on the day of the incident, where possible.
 - Where appropriate, parents/carers are involved in the resolution of the incident and/or the follow up action.
 - Where appropriate, follow up action includes work with a wider group of students who may have witnessed the incident to stress the unacceptable nature of the incident and the action taken.

The flow chart below gives further advice to staff as to how best to support the victim at the stage of the initial interview.

Listen attentively to what the student is saying, and acknowledge their feelings.



Create an environment in which the student feels comfortable and able to talk openly to you, be clear that you do not accept or collude with prejudice related comments. Do not deflect their concerns; give truthful and honest explanations.



Make the student feel valued, and reassure him or her that the prejudice related incident will be taken seriously.



Where appropriate, help the student feel positive by using positive words to make them feel good about themselves.

Incidents involving Staff:

- In incidents involving staff, the school's normal procedures for investigating incidents, including disciplinary procedures, should be used. School staff may also wish to seek the support of their professional associations.

Incidents involving Visitors/ family members to the School:

- Where visitors/ family members are perpetrators of prejudice related incidents the school should affirm that such incidents are not acceptable and, where appropriate, ask the people involved to leave the school premises.
- Support from the police should be sought if required.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

APPENDIX B

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish specific and measurable equality objectives.

Schools need to integrate equality into their day-to-day decision-making. How that is achieved is up to the school, provided it publishes information showing how it is complying with the equality duty and the school's equality objectives.

PUBLIC SECTOR EQUALITY DUTY

Compliance with the Public Sector Equality Duty is evident in the following published policies and school information:

- Behaviour Policy
- Inclusion Policy (including School Accessibility Plan)
- Anti Bullying Policy
- Child Protection Policy
- Teaching and Learning Policy
- Personal Development Policy
- Collective Worship Policy
- School Values and Ethos Information (displayed around school and on school website)
- Staff Pay Policies
- Lettings of School Premises Policy
- Personal Development Curriculum overview

EQUALITY OBJECTIVES 2025-28

Equality objectives:

<https://www.gov.uk/government/publications/ofquals-corporate-plan/equality-objectives-2025-to-2028>