



Equalities Policy			
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Contents

1 Introduction	1
2 Aims	4
3 Development of the policy	5
4 Links to other policies and documentation	5
5 Eliminating discrimination, harassment and victimisation	5
6 Behaviour, Exclusions and Attendance	6
7 Addressing prejudice and prejudice based bullying	6
8 Advancing equality of opportunity between different groups	6
9 Positive Action	8
10 What we are doing to foster good relations	8
11 Other ways we address equality issues	9
12 Publishing Equality Objectives	9
14 Our Equality Objectives for 2022-2025 are:	10
14.1 Monitoring and reviewing objectives	10
15 Roles and Responsibilities	11
15.1 Governing Body	11
15.2 Headteacher and Senior Leadership team	11
15.3 Middle Leaders	11
15.4 Teaching and Support Staff	12
15.5 Students	12
15.6 The wider school community	12
15.7 Visitors	12
16 Equal Opportunities for staff	12
17 Monitoring and Reviewing the policy	13
18 Sharing this policy	13

Staff responsible for equalities; Deputy Headteacher – Pastoral, Mrs Katie Etheridge



1 Introduction

Poole Grammar School is a progressive school, which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage personal responsibility and personal fulfilment so that all students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

Poole Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

Poole Grammar School is committed to the well-being and progress of every member of our school community and is a place where all members are equal.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties 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.

Our approach to equality is based on the following key principles:

- All members of our community 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.
- We recognise, respect and value difference. We take account of this 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, embraced and celebrated by all those who learn, teach and visit here.
- We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.



- 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.
- We have the highest expectations of all our students. We expect that all students can make good progress and that all members of the community can achieve to their highest potential.
- We work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

This policy endorses the three principles of inclusion in the National Curriculum

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students



2 Aims

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their: gender, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex nor sexual orientation

Age, being pregnant or on maternity leave, marriage and civil partnership are not part of the school provisions relating to students.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

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

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It also includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Poole Grammar School aims to:

- present people of both sexes and from differing cultural, social and ethnic groups as individuals whose existence as humans we cherish and respect
- encourage students having some physical, or mental, difficulty to fulfil their potential by taking advantage of the full range of teaching and learning resources and to foster an atmosphere of positive discrimination towards those thus disadvantaged
- encourage all students to fulfil their potential
- encourage students to see diversity in our community and society as positive
- eradicate stereotyping, which leads to an inhibition of individual student abilities, preferences and aspirations
- acknowledge the effect external influences have on the development of equal opportunities in the School and to ensure that the policy is not undermined by these influences
- promote the involvement of; parents, Governors, students, teachers, other non-teaching colleagues and the whole school community in supporting and developing the equalities programme.



3 Development of the policy

This policy takes account of the DfE guidance on the Equality Act 2010, **The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities** (May 2014) and also the most recent Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes, progress and provision for students who are disabled and those who have special educational needs.

4 Links to other policies and documentation

Although this policy is the key document for information about our approach to Equalities in line with the Public Sector Equality Duty, the approach outlined in this policy underpins all decision making in relation to our School Development Plan, Policy reviews, Self-evaluation, The school website and newsletters.

There are also references to Equalities in the school's Behaviour Policy, Anti-bullying policy, Attendance Policy, Safeguarding and Child Protection Policy, School Admissions Arrangements, and SEND Policy (note list is not exhaustive).

The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in all our related HR policies.

5 Eliminating discrimination, harassment and victimisation

We take account of equality issues in relation to the application of school policy, such as the Behaviour Policy, School Admissions and our Exclusions Policy; the way we provide education for our students and the way we provide access for students to facilities, services, trips and visits. We are aware of the Reasonable Adjustment duty for disabled students and make every effort to ensure that reasonable adjustments are made, where appropriate – these are designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

In addition, the Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.



We take seriously the need to consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all, working together and the need for all to embrace diversity. Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their race, disability, religion or belief, sexual orientation or gender reassignment nor do we treat them less favourably on the grounds of any non-protected characteristics, e.g. EAL, PP or FSM.

6 Behaviour, Exclusions and Attendance

Poole Grammar School Behaviour Policy makes reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

7 Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

All staff receive guidance on how incidents of bullying and prejudice should be reported, recorded and dealt with. We treat all bullying incidents equally seriously. Records of bullying related incidents and concerns are kept on MyConcern and a report can be provided to the Governors on request. This data is reviewed frequently by our DSL and/or Deputy DSLs.

8 Advancing equality of opportunity between different groups

We know the needs of our school population and we collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings. We collect data and monitor progress and outcomes of different groups of students and use



this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in relation to their peers.

We collect, analyse and publish data on:

- The school population by ethnicity;
- The % of students identified as having a special educational need and/or disability and by their principal need or disability;
- Each year group – in terms of ethnicity and proficiency in English;
- Inequalities of outcome and participation, related to ethnicity, disability and proficiency in English

This data can be found in the Equality Data Analysis on the school's website.

All data is analysed in relation to the standards reached by different groups at the end of each data collection such as:

- Ethnicity
- Pupil Premium/Non-Pupil Premium
- SEND (All categories)
- Look After Children
- EAL

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future students – we will for example, be sufficiently prepared if a Visually Impaired, Physically disabled, or student of an ethnic minority group not already within our school population joins our school.

We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able" using terms related to prior attainment instead.

We use a range of teaching strategies that ensures we meet the needs of all students. We provide support to students at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- People of different genders



We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

Our buildings are accessible. There is an adequate provision for those in wheelchairs and those with mobility impairments. Accessible toilets are located for both students and adults, there is a lift in the school that give access to most first floor areas and a medical space within the building provides accommodation for changing, hygiene and other specific needs. Ground floor classrooms and learning spaces are suitable for wheelchair users. The acoustics in the building have been considered to support those with hearing impairments.

9 Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted EAL support. The actions will be designed to meet the school's Equality Objectives.

10 What we are doing to foster good relations

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, life-skills and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos that challenges prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to assemblies and our tutor time programme that promote positive images of people from a diverse range of cultures.

We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, eg Black History Month and Anti-bullying week.

We include Equalities matters in our Newsletters to parents and Carers and in items on the School website.



11 Other ways we address equality issues

We maintain records of all training relating to equalities. Our monitoring records include evaluations of aspects of equalities. We keep minutes of meetings where equality issues are discussed. We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students. The implications for equalities of all new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires, parents' evenings, the parent forum, and parent input into EHC Plans and other SEND meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from students and groups of students, from the student voice, whole school surveys on children's attitudes to self and school, in every Department Deep Dive
- Analyse issues raised in Annual Reviews or reviews of progress on Education Health Care Plans;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

12 Publishing Equality Objectives

In line with this policy and the School Development Plan we publish an Equality Action plan that is monitored by the Governing Body and its relevant committees.

Poole Grammar School's community values underpin all that we do. We want every student to leave the school with the qualifications, skills, character, mind-set and a portfolio of experience which ensures that they are committed to lifelong learning. This vision applies equally to all members of the school community. We will through our School Development Plan seek, therefore, to reduce attainment and progress gaps between different groups and to develop a thriving school community where all achieve their full potential, regardless of their gender, race, disability, religion or belief, or sexual orientation.

The Equality objectives that we identify stem from our school's community values and are the outcome of reviews and analysis of data and other evidence. They also take into account national and local priorities and issues.



We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

14 Our Equality Objectives for 2022-2025 are:

1. To further improve outcomes and narrow attainment gaps for all students, but in particular for those with protected characteristics (e.g. PP, EAL and SEND students) where attainment and progress does not match expectation.
2. To further develop a coherent, rigorous and ambitious personal development curriculum which promotes and pursues excellence in a stimulating and creative environment where all are committed to life-long learning; ensuring that there is equality of access to this curriculum across all groups including those with protected characteristics.
3. To promote mental health and wellbeing so that all members of the school community are equally valued and supported, regardless of SEND, Disability, Gender Ethnicity and Sexual Orientation
4. Further develop the mental health and wellbeing provision at the school so that it supports the wellbeing of all members of the school community providing access to additional support where required, ensuring that there is equality of access to such support.
5. To promote equal working conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender
6. To ensure that all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender have the professional development opportunities they need to, where appropriate, progress in their careers.
7. To further develop recruitment practice, particularly to leadership positions within the school so that there is diverse representation reflective of the make-up of the wider school community
8. To enable all students including those with protected characteristics, to make a positive contribution to school life.
9. To develop processes around transition points for all students including those with protected characteristics ensuring that appropriate advice, guidance and support is in place to ensure successful transition to next steps.

These objectives and the criteria for success are set out in a separate document and published on the school website. (Appendix A)

14.1 Monitoring and reviewing objectives

We review and update our equality objectives every three years and report annually to the full governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.



15 Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

15.1 Governing Body

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.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

15.2 Headteacher and Senior Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. This colleague has expert and informed knowledge of the Equality Act.

15.3 Middle Leaders

Middle Leaders will:

- Promote an inclusive and collaborative ethos in their teams
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur in their teams
- Maintain the highest expectations of success for all students
- Support different groups of students in their departments through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult or have pastoral issues requiring additional support
- Keep their teams up-to-date with equalities legislation relevant to their work.



15.4 Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all students
- Support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the expectations and duties of the Equality Act at a whole staff meeting annually.

15.5 Students

All students are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in PSHE / Lifeskills lessons, assemblies, our tutor time programme and on our website to enable them to do this.

15.6 The wider school community

All members of the Poole Grammar School community, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters, and on the website, to enable them to do this.

15.7 Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters, and on the website, to enable them to do this.

16 Equal Opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

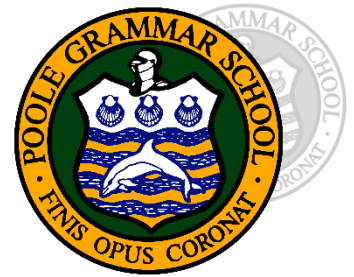
As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

17 Monitoring and Reviewing the policy

We review the information about equalities in the policy every three years and adjust as appropriate. Our review involves students, staff, governors and parents and carers.

18 Sharing this policy

This Equality Policy along with the Equality Objectives and data is available on the school website. We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, website, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including but not limited to those on behaviour, anti-bullying and special educational needs.



Equality Impact Assessment (EQIA)

Document Name: Equalities Policy

EQUALITY IMPACT ASSESSMENT – SCREENING FORM

1. Title of document/service for assessment	Equalities Policy
2. Date of assessment	24/01/2024
3. Date for review	24/01/2027
4. Directorate/Service	Governance
5. Approval	

	Yes/No	Rationale
6. Does the document/service affect one group less or more favourably than another on the basis of:		
• Race	No	
• Gender (including transgender)	No	
• Religion or belief	No	
• Sexual orientation, to include heterosexual, lesbian, gay and bisexual people	No	
• Age	No	
• Disability – learning disabilities, physical disabilities, sensory impairment and mental health issues	No	
• Marriage and Civil Partnership	No	
• Pregnancy and Maternity	No	
7. Does this document affect an individual's human rights?	No	
8. If you have identified potential discrimination, are the exceptions valid, legal and/or justified?	N/A	

9. If the answers to any of the above questions is 'yes' then:	Tick	Rationale
Demonstrate that such a disadvantage or advantage can be justified or is valid	N/A	
Adjust the policy to remove disadvantage identified or better promote equality	N/A	
If neither of the above possible, submit to Diversity Committee for review	N/A	