

Frederick Gough School

Equality Policy



The public sector equality duty is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act. This policy defines how we meet the requirements of this duty.

Approved by the Governing Body in June 2026

This policy has been developed and implemented in consultation with the wider school community including pupils, parents/ carers, staff, governors and relevant partner agencies.

Headteacher with overall responsibility	Mr B Lawrance
Senior staff in charge of monitoring the outcomes of the policy	Miss P. A. Wooddisse

Location and dissemination of policy

The Policy is located with Head teacher, all relevant staff, Governors, available to parents and carers- (via the main office and on the school website), local agencies as appropriate.
A relevant student friendly version has been shared with the school council members.

Links to other Policies:

This policy replaces the former policies embracing equal opportunities and diversity.

This policy is informed by statutory guidance including Keeping Children Safe in Education (KCSIE) and SEND Code of Practice: 0-25 years (2015) and should be read alongside the school's Safeguarding and Child Protection policy, Behaviour policy, SEND policy, Exclusions policy, Anti-bullying policy and Confidentiality policy.

Legal framework

We welcome our duties under the following legislation and guidance:

- Equality Act 2010
- Equality Act 2010 – Public Sector Equality Duty (Section 149)
- Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Education Act 1996
- Education and Inspections Act 2006
- Human Rights Act 1998

Our duties are also guided by

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities

to eliminate discrimination, advance equality of opportunity and foster good relations in relation to sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the basis of protected characteristics. This means that schools cannot discriminate against pupils (or staff) or treat them less favourably because of their sex, race, disability, religion, gender reassignment, sexual orientation, pregnancy or maternity. This protection applies to pupils, staff and to parents/ carers and other members of the school community in their interactions with the school.

Under the Public Sector Equality Duty (Section 149 of the Equality Act 2010), the school must have due regard to the need to:

- eliminate discrimination, harassment and victimization
- advance equality of opportunity
- foster good relations between people who share protected characteristics and those who do not.

Equality Objectives:

To challenge prejudice, eliminate discrimination and to identify and remove barriers to participation, achievement and well-being for all members of the school community.

Our specific and current foci within this overarching aim are to:

1. Improve monitoring and evaluation of equality

Continue to strengthen the school's monitoring and evaluation of equality by analysing data, student voice and staff reflection to identify any factors limiting pupil progress across groups, including race, sex and disability. Where gaps are identified, targeted actions will be implemented to reduce disparities in outcomes so that they are at least in line with national patterns.

2. Reduce attainment gaps for vulnerable groups

Reduce attainment and progress gaps between vulnerable pupils, including disadvantaged pupils, pupils with SEND and other identified groups, and their peers, so that differences are at least in line with national trends.

3. Challenge discriminatory behaviour

Through the We're Better Than That programme, continue to educate pupils and staff to recognise, challenge and report discriminatory behaviour, including sexism, racism and other forms of prejudice. The school will aim to reduce the frequency of such incidents over time and strengthen pupils' confidence in reporting and challenging discrimination.

4. Promote a culture of respect and inclusion

Continue to promote a culture of respect, tolerance and inclusion across the school community through assemblies, curriculum opportunities and student leadership. The school will monitor student voice and behaviour data to ensure that pupils feel safe, respected and able to report concerns.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All members of our community are of equal value.

We recognise all members of our school community, including pupils, prospective pupils, staff, parents and carers, as of equal value, regardless of:

- whether or not they are disabled
- their race, ethnicity, culture, national origin or national status
- their sex
- their age
- their gender identity (gender reassignment)
- their religion or belief (or lack of belief)
- their sexual orientation

We also recognise that some members of our community may be vulnerable to disadvantage and require additional support, including:

- pupils with SEND
- pupils with English as an additional language
- looked after and previously looked after children
- pupils in receipt of pupil premium funding
- young carers
- pupils with higher prior attainment or specific learning needs

Principle 2: We recognise and respect difference

Treating people equally (Principle 1) does not mean treating everyone the same. We recognise that individuals experience different barriers and disadvantages, and we take these into account to ensure equitable outcomes.

Our policies, procedures and practices are designed to eliminate discrimination, advance equality of opportunity and foster good relations, in line with the Equality Act 2010.

We actively recognise and respond to differences in relation to the protected characteristics of members of our community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We promote respect, understanding and positive relationships across our school community.

We:

- promote tolerance and understanding between groups
- challenge prejudice, discrimination and stereotyping
- foster positive attitudes towards disability and difference
- encourage dialogue between people of different backgrounds
- promote mutual respect and challenge sexist, sexual and homophobic behaviour

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure equality in staff recruitment, retention, policies and development

We ensure employment practices are fair, transparent and non-discriminatory.

We promote equality of opportunity regardless of protected characteristics.

Principle 5: We aim to reduce and remove inequalities and barriers.

We take proactive steps to identify and remove barriers that may disadvantage individuals or groups based on protected characteristics.

We analyse data, identify gaps, implement actions and evaluate impact.

Principle 6: We consult and involve widely.

We engage with groups and individuals affected by our policies to inform decision-making.

We consult our School Council on behalf of the students in addition to internal and external surveys, also parents and carers via parental surveys, teachers via surveys.

Principle 7: Society as a whole should benefit.

Our policies and activities promote cohesion and participation within school and the wider community regardless of protected characteristics.

Principle 8: We base our policies and practices on sound evidence.

We use quantitative and qualitative data to inform decisions and measure progress.

Principle 9: Measurable objectives

We formulate specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

How we consult and involve those affected by inequality:

- Identify groups that are affected by inequality, issues that arise and actions to be taken through analysis of attendance, student surveys, student discussion, behaviour analysis (inc suspensions and exclusions data), attainment analysis, participation in enrichment activities, Pupil Equity Advocates and pupil surveys including the Children and Young People's Survey.
- Promote student voice through School council, the LGBT Club and The Charities Committee which helps students to express how they feel and what they would like to

change and also empowers them to see their potential to be agents of the change they desire in a long term challenge to inequality

- Create assemblies/ Word of the Week videos/ videos for form time that address student and social inequality, develop cultural capital and embed a culture of accepting a group and individual responsibility to bring about a fair and safe community for all.
- Through the “We’re Better Than That” programme.
- Diversity Incident forms are used for incidents and monitored by SLT and governing body.

We recognise that the actions resulting from a policy statement, such as this, are what makes a difference. We have a checklist for staff and Governors (see Appendix 1) of actions and things of which we have identified and which take into account national and local priorities and issues, as appropriate. We will keep our equality checklist actions and things of which to be aware under review and amend this policy as appropriate.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above and in our whole school development plan. Equality, diversity and protected characteristics are explored through the curriculum and mapped in our SMSC provision.

Ethos and organisation

The above principles apply across all areas of school life.

We ensure the principles listed in above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and suspensions/exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook and our anti-bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. See **Appendix 2** for the form we fill in that demonstrates how we report persistent discrimination and equality related bullying (used primarily by Learning Coordinators and senior staff)

We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. See **Appendix 2**

Examples of our compliance with the Equality Act

- Age: separate year 7 space in case of wet break and Year 7 play area. A space set aside for our youngest students
- Sex: single sex provision is maintained and respected. For example, all student toilets are fully private and self-contained including washing and sanitary provision. This provides for the dignity and privacy of all students.
- Race and gender identity: e.g. we have ensured that all uniform policies (including hair and jewellery) are respectful and considerate of all students. We ensure that different races and cultural views are represented in our Read Aloud program. We have sensitive discussion, recording and education as a result of any issue of diversity.
- Student Council provides a feedback route for students to raise concerns and requests an 'open door' policy of staff including senior leaders. We have regular student surveys.

Roles and responsibilities

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 including ensuring that the equality information and objectives as set out in this statement are published and communicated throughout the school and that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

The governing body have a watching brief regarding the implementation of this policy.

The headteacher (Mr B Lawrance) 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 (Miss P A Wooddisse) has day-to-day responsibility for co-ordinating implementation of the policy and to monitor success in achieving the objectives and report back to governors.

All staff (teaching and support) are expected to:

- promote an inclusive and collaborative ethos in their classroom
- do their part to narrow the gaps between the performances of different groups of pupils within school and compared to pupils nationally through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- manage behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above

- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- consider pupils' spiritual, moral, social and cultural development, particularly in relation to the skills and attitudes which enable them to participate fully and positively in a democratic, modern Britain and appreciate the range of different cultures and those of diverse backgrounds within school and further afield

We will provide training and guidance as necessary to deliver these expectations to all our staff.

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 and secular beliefs and practice of all staff, pupils 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
- We also have a separate whistle blowing policy (stored at the main office / or see school website).

All pupils should always:

- try their best and be nice to themselves and others
- be respectful and be courteous to others however different their home background, race, religion, sex, sexual identity and gender identity or socio-economic background may be
- try and be receptive to learning about those from backgrounds different to their own
- stop bullying of any description should they see it / report incidents so they can be dealt with immediately
- follow the Positive Behaviour Policy in the pupil planner.

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 to enable them to do this.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils (via the school council) and their parents and carers and visitors to our school site.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils, parents, carers and visitors, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments on an annual basis as appropriate (see our checklist – **appendix A.**)

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and sex. (Via school records / SISRA analytics)

Additional Information: We're Better Than That.

The objective of the whole school programme “We're Better Than That.” is to educate and challenge instances of sexism and misogyny. We are doing this through:

- Inset for staff teaching about the impact of sexism on all students and how to identify sexism and misogyny.
- Inset for staff on how to challenge incidents of sexism and misogyny in a manner that supports students' understanding, self respect and self empowerment.
- Actions for the recording and reporting of incidents of sexism and misogyny in order to identify specific areas to action.
- Education and support for students either enacting incidents of sexism and misogyny or who are impacted by them.
- Contact with parents and carers of students (when relevant) to ensure a whole community support for equality and give parents and carers the opportunity to further engage with the education and support of their child or children.

Appendices

See separate school accessibility plan, stored with the main office who will contact E Scatola (Head teachers PA)

See J. Rosie (Assistant head teacher and SENCO) for information on how we improve access to learning and provide additional support for vulnerable students and how we monitor their progress. Vulnerable children will be discussed at ECM meetings with learning coordinators every fortnight. Learning coordinators or the inclusion team will then follow this matter through.

The SEND information can be found on the school website.

Use of data

See K Braithwaite, Deputy Head teacher with overall responsibility for school data

For how data is used to improve achievement see subject coordinators and teachers, for how we manage attendance and exclusions see learning coordinators / inclusion team and J. Laming for staff CPD records

Please see separate Anti-Bullying policy, stored with the main office /E Scatola or see school website –R Eyre has responsibility for this area.

Appendix 1. Annual checklist / monitoring for school staff and governors.

- The school collects information and data on race, disability and sex with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and plan and objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets equality objectives and monitors progress on reaching these objectives
- A senior member of staff (P. A. Wooddisse) has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy and protected characteristics.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference. This could be via specific lessons e.g. RE, citizenship, wider curriculum experiences, or promoted via the whole school SMSC provision (see audits on school website and with Mrs P Wooddisse)
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. Optimum challenges and the school council, extra-curricular activities
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups, for example, sex and race) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and year assemblies
- The school takes part in events / initiatives. Examples include raising money for charities the students chose-see school charity committee). Recent initiatives include: Just One Thing (a way to support different members of the school, local and international community), LGBT celebrations
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment (e.g. a hearing loop in the auditorium, a visual impairment team.)
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

- Staff receive a back to work interview after absence in order to support their health and well being. Staff who have on-going health concerns have regular interviews with M. Dalton (deputy head) to assess and support their needs.
- The Governing Body is increasingly representative of the community it serves
- Procedures for the election of parent governors are open to candidates and voters who are disabled

Appendix 2 Incident Report Form (DI 1)

Incident Report Form (DI 1)

For use where there is an incident of racist bullying, or any other form of bullying, discrimination, and harassment.

An Incident Report form is legally required for racist incidents but recommended for other aspects of diversity.

Name of school/young persons' establishment/service.

Frederick Gough School

Date, Time and Location of Incident

Type of Incident/Abuse (Please Tick)

Racist ☐ Homophobic ☐ Disability ☐
Religious ☐ Gender ☐ Other ☐

Please make brief notes of incident and include effects on victim/recipients, medical treatment required, counselling undertaken, etc. If necessary, please attach additional sheet and any action taken, e.g. warning, removal of graffiti etc.

NB It may be useful to record, if known and relevant in any type of incident of bullying, discrimination and harassment, details of the ethnic background, religion, nature of disability or sexual identity of those involved.

Nature of Abuse (please tick):

Serious or sustained verbal abuse/name calling/ ☐ Graffiti or Text or IT related abuse ☐
joke making/spreading rumours or lies/stalking

Circulation of offensive literature/ wearing ☐ Refusal to work/study with another pupil ☐
of offensive badges and insignia

Serious or sustained physical or sexual attack / ☐ Others (specify)
fight or threat/sustained ostracism

Was the incident reported by (please tick): Observer of incident? ☐ Victim of incident? ☐

Other (please specify, e.g. parent /carer, teacher etc.).....

Action Planned/ taken (please tick):

Discussion with those involved?	Discussion with staff of school (staff meeting etc.)?	School senior management team meeting/action?	Involvement of external agencies?
With Governors?	With pupil/s class(es)? assembly for this teaching group about appropriate language to one another from all aspects not just race	With pupil's parents/ carers? - for those involved	Has the matter been discussed beyond school?

If you require any further advice please contact:
School Improvement Officer (Standards and Effectiveness): 07385 410798

Signed:..... Post Held:.....

Date:.....

Signed (Head teacher):.....

COMPLETED FORMS SHOULD BE RETURNED TO cfeducationassuranceandsupport@northlincs.gov.uk WITH A COPY TO THE CHAIR OF GOVERNORS. PLEASE MARK EMAILS 'PRIVATE AND CONFIDENTIAL'