

**Colchester County High School for Girls**  
**Celebrating Commitment to Equality**

**Policy No. A11 Objectives and the Equality Duty**  
**2017-2020**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>SLT RESPONSIBLE</b>	Gillian Marshall Headteacher
<b>REVIEW</b>	Every 3 years
<b>POLICY REVIEWED</b>	14 November 2017
<b>REVIEW DUE</b>	November 2020
<b>APPROVED BY THE GOVERNING BODY</b>	29 November 2017

### Mission

The mission of this school is to prepare resilient and responsible leaders for the future, who are able to compete in a global economy. We promote high aspiration, ambition and excellence.

We aim to:

- Provide the highest quality education for able students, to enable them to achieve excellence in public examinations
- Provide a broad, well-balanced and personalised curriculum
- Enable students to cope emotionally, physically and spiritually with the pressures and demands of life
- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act

It is central to the philosophy of this school that our students will:

- Learn in an orderly, disciplined atmosphere
- Develop the capacity for creative, independent thought and problem-solving
- Be able to communicate ideas in English and at least one modern foreign language
- Develop appropriate technological skills
- Understand our economic and political environment
- Become effective citizens who have developed sound judgement, maturity and compassion
- Understand and respect social, moral and spiritual values in a multi-cultural society and take part in cultural activities
- Appreciate and understand the environment
- Become caring individuals who are valued and feel safe and secure
- **Advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not share it**

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## **Public Sector Equality Duty and Consultation**

Schools need to ensure that equality issues have been considered and consultation has taken place, with regard to equality duty objectives.

At CCHSG, stakeholders have been involved in the following way:

- Staff presentation  
Staff were invited to make a contribution to the objectives
- Parents  
Parental Voice  
Parents were invited to make a contribution to the objectives
- Governors' discussion  
Governors were invited to make a contribution to the objectives.

The following groups have been considered:

Women & Men  
Disabled  
Gay  
Lesbian  
Bisexual  
Transgender  
Older and younger  
Ethnic minority  
Religious groups  
Pregnant Women  
Special Educational Needs  
Gifted and Talented  
Cared for or Looked After (CLA)  
Travellers  
New members of staff joining the school  
New students joining the school

## **Policy statement on Equal Opportunities in Employment**

The Governors' Policy statement on Equal Opportunities in Employment,  
Section 1, 1.1

The school recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create an employment culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends beyond the relationship between, and conduct of, employees and potential employees, to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all and this policy complements other equalities policies within the school. Specifically this policy should be read in conjunction with the school's race equality policy.

The following key actions enable us to achieve our aims, although we constantly consider equality:

### The Staff

- The Equal Opportunities Policy is available in the Quiet Room.
- HR recruitment guidelines followed, including use of Essex County Council application forms which do not discriminate against age, gender, culture, disability and sickness record.
- Safe-guarding procedures followed, including DBS checks for all staff and Governors.
- Staff made aware of expectations, in relation to racism, harassment and sexism
- Staff structure, including those with a Teaching and Learning Responsibility, carefully considered to ensure parity in relation to job descriptions
- Staff made aware of professional standards, including use of laptops advice
- Advice given on unacceptable language when using Facebook and email.
- Disabled access provided

### Parents

- New Standards Evening for each year group established to provide information for the coming academic year including policies, curriculum, review of trips and visits
- Ensuring a range of quality food at reasonable prices in the canteen
- Uniform readily available at reasonable prices
- Parental Voice meetings organised each term
- Calendar published for all parents
- Clear communication including support at Parents' Evenings

### Students

- Disabled access provided
- Gifted and Talented identified and supported by a variety of activities
- Under-achievers identified and supported by a mentoring programme
- Mentoring programme and 1:1 tuition to support students' specific needs

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- SEND co-ordinator in post
- Equal access to all courses
- Broad, personalised curriculum including PSHCE
- All religions and cultures accepted and tolerated, all students study religion and ethics
- Awareness of expectation in relation to racism, harassment and sexism
- Pupil tracking for vulnerable groups
  - The attainment of different groups of learners (however small) is monitored rigorously eg Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.

Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups eg More able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.

Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

Attendance data is analysed by ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcome.

Exclusion data is analysed by ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

Intensive support is provided for learners who are achieving well below expected standards.

Supportive arrangements are in place for learners who might face challenges with homework.

The above is not an exhaustive list but examples of our actions.

The school has amended its policies in line with information provided by the legal team at Veale, Wasborough Vizards, to ensure we comply with Academy requirements.

We understand that because one person feels certain behaviour or language is acceptable, it does not mean it is for others.

The school will continually update and remind all stakeholders of unacceptable comments/actions that could upset one of the minority groups.

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### **Related Policies**

Admissions Policy – A1  
Curriculum Policy – A2  
Safeguarding – A3  
Behaviour/Sanctions/Rewards – A4  
Anti-Bullying – A5  
Exclusions – A6  
Educational Trips & Visits – A8  
SEN Policy – A9  
EAL – A9  
Disability and Accessibility – A10  
Equality Policy – A11  
ICT Acceptable Use – 44a, b, c

### **Narrowing the Gap**

**Objective setting to comply with Equality Impact  
Objectives chosen will support our three main aims by:**

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between the different groups listed above

### **How we chose our equality objectives:**

Our equality objective-setting process has involved gathering evidence as follows: From data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age. We have also had dialogue with staff and students.

### **Key issues relating to Performance data from FFT Aspire and Level 3 Value Added**

Performance data indicates that all of our vulnerable groups achieve at or beyond level of expectation.

**Chosen Objectives**

<b>Equality Action Plan</b>				
<b>Objectives</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for monitoring?</b>	<b>What is the timeframe?</b>	<b>Success measures</b>
<p><b>Objective 1</b></p> <p>To increase the level of student voice by extending our current Student Voice to include a fair representation of all pastoral groups in the school</p>	<p>Discussion with students</p> <p>Monitoring attendance at Student Voice</p> <p>Recruiting from the pastoral groups</p> <p>Monitoring different views</p>	<p>Deputy Head Pastoral</p>	<p>Sept 2016 start – Sept 2019</p>	<p>Monitoring representation at meetings</p> <p>Student performance (pastoral groups)</p> <p>As part of tracking system</p>
<p><b>Objective 2</b></p> <p>To promote cultural development and understanding between different ethnic groups, through a range of experiences, both in and beyond school</p>	<p>Monitor &amp; map the range of experiences and discuss understanding with student groups</p>	<p>Teachers in charge of SMSC</p>	<p>April 2017 – April 2019 (termly monitoring)</p>	<p>Assembly presentations</p> <p>Student views</p> <p>Student relationships</p> <p>Student performance</p>

Objectives	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
<p><b>Objective 3</b></p> <p>To foster good relations further between different communities within our school</p> <ul style="list-style-type: none"> <li>Reviewed July 2017, work will continue on this objective to July 2018</li> </ul>	<p>Student discussions Student Voice Understanding a different culture, language and religion (student questionnaire)</p>	<p>Teacher in charge of SMSC</p>	<p>April 2016 – July 2017</p> <p>Reviewed July 2018</p>	<p>Student questionnaire to demonstrate improved understanding of culture and religion</p> <p>Discussions with students to demonstrate their understanding</p> <ul style="list-style-type: none"> <li>July 2017 – excellent Language Leaders work</li> <li>Nov 2017 – Anti-Bullying week established, theme “All different, all equal”</li> </ul>
<p><b>Objective 4</b></p> <p>To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling</p>	<p>Student progression (levels of progress)</p>	<p>Data Team Deputy Head Data Deputy Head Pastoral</p>	<p>Sept 2017 – Sept 2020</p>	<p>Progress 8 August 2017 0.91 August 2016 0.7</p>