

# Equality Guidelines



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

## 1. Introduction

William Hulme's Grammar School is an inclusive school where everyone is welcome irrespective of race, disability, sex/gender, religion and belief or sexual orientation.

In this document we have set out our approach to equality at William Hulme's Grammar School. Its objective is to help us meet our statutory duty, to achieve our aims and give us a framework for action. We intend this document to enable us to more successfully communicate and manage our equality responsibilities, and to demonstrate our commitment to go beyond mere compliance with the legislation. We aim to actively promote equality and acceptance at this school by bringing together our work into one place, consulting widely on it and putting in place an action plan (objectives) to ensure our commitments are carried out.

### The Legislative Context

The Equality Act 2010 replaced previous anti-discrimination laws. The Public Sector Equality Duty came into force on 5 April 2011. It states that we as a school have a General Duty to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are: disability, race, religion/belief (or lack thereof), sexual orientation, sex, gender, age, maternity/pregnancy, marriage/civil partnership and gender re-assignment.

Positive discrimination is allowed for people with protected characteristics without this being unlawful discrimination against people who do not share a protected characteristic. For example, we can restrict services to girls only.

The General Duty is supported by Specific Duties which came into force on 10 September 2011. These specific duties require us to:

- Publish Equality information on the effect that our policies and practices have had by 6 April 2012 and then on an annual basis.
- Publish evidence of analysis we have undertaken.
- Publish details of the information we have considered and the engagement we undertook.
- Publish Equality Objectives by 6 April 2012 and then at an interval of no more than 4 years.

All information must be published free of charge in a way which makes it easy for the general public, as well as staff, parents/carers and students to access. We must make provision for disabled people to access the information, eg. be able to supply large print copies for visually impaired people.

## Ofsted

The treatment of the different diversity groups is covered throughout the inspector's evaluation schedule and particularly in the 'Quality of Leadership in and Management of the School' section.

## 2. Public Sector Equality Duty (PSED) in Practice

The Equality Act 2010 introduced a single PSED, which applies to public bodies, including academies. This means that:

- When we make a decision or take an action, we must have due regard to the Equality Act and assess whether it may have implications for people with particular protected characteristics.
- We must consider the equality implications before we develop policy and take decisions, not as an afterthought, and we need to keep them under review on a continuing basis.
- We must integrate our PSED into carrying out the school's functions, and we will carry out our analysis to comply with our duty seriously, rigorously and with an open mind.

### Publishing Relevant Information (Specific Duty)

These are some of the ways we can consider publishing relevant information about how we are managing our General Duty:

### Eliminating Discrimination

- Publish copies of our policies, for example our anti-bullying policy, where the importance of avoiding discrimination and other prohibited conduct is expressly noted; our recruitment and pay policies will be available to employees and prospective employees.
- Ensure that any publication, policy, report is balanced and unbiased and is written in such a way that reflects the diversity of the school. For example, in a report on equality information, when giving an example of a religious practice from one religion, give examples from other religions as well. Ensure that the induction of new staff and governors reminds them of their responsibilities under the Equality Act.
- Evidence of staff training on the Equality Act 2010.

### Advancing Equality of Opportunity

- Attainment data showing how pupils with different characteristics are performing.
- Information about work done in response to analysis of data, eg. boosting English language skills of bi-lingual children from minority ethnic groups.

### Fostering Good Relations

- Aspects of the curriculum that promote tolerance and friendship or which share understanding of a range of religions and cultures.

## 3. Our Vision and Values

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of any of the protected characteristics.

We believe in a collaborative approach to equality in which we consult with a variety of people from across our school community – staff, parents and carers, students and third parties including as many as possible who have experience of one or more of the protected characteristics.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Equality work. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation including the Local Governing Body (LGB) are central to the success of this work. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing.

We want to develop a more demonstrably fair and supportive environment for our staff. We promote diversity and equality in employment at William Hulme's Grammar School. We aim to have a diverse and well-motivated workforce where all colleagues are treated fairly and with respect.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow the inclusive principles:

Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate responses to pupils' diverse learning needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

#### **4. Responsibility for our Equality Duty**

Responsibility for effectively managing the school's PSED lies with our Local Governing Body, Principal and Senior Leadership Team, with input from across the school community, including any collaborative working groups.

The Local Governing Body is responsible for:

- making sure the school complies with the Equality legislation, i.e. the Equality Act 2010
- ensuring that our objectives are published, actively pursued and reviewed at an interval of no more than 4 years
- ensuring that our Equality Information is published on an annual basis to demonstrate compliance with the general duty, in particular in relation to the protected characteristics (students, employees and those affected by our policies)

The Principal, supported by the Senior Leadership, is responsible for:

- making sure the school Equality procedures are followed
- making sure our policies through which we eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations (eg. our Special Educational Needs Policy) are readily available and that the governors, staff, pupils, and their parents and carers know about them
- making sure all staff know their responsibilities and receive training and support in carrying these out, ensuring they are competent and compliant
- identifying future staff training needs

- taking appropriate action in cases of discrimination, harassment and victimisation, including bullying related to any of the protected characteristics
- dealing with reports of hate-incidents

All staff are responsible for:

- challenging behaviour which is homophobic and other hate-incidents
- being able to recognise and tackle bias, prejudice and stereotyping
- promoting equal opportunities and good relations
- avoiding discrimination against anyone for reasons of any of the protected characteristics
- being aware of the Equality Act
- taking up training and learning opportunities

## 5. Publishing and Reviewing our Objectives

We will publish our objectives which we have arrived at as a result of engagement with a number of interested stakeholders, including parents who have children, or who themselves have experience of a number of the protected characteristics. Our objectives will need to be SMART:

- Specific, what, why, who, where and which?
- Measurable – how will we know if our action has been effective? Is anyone better off?
- Achievable – are our objectives achievable and measurable?
- Realistic – can we achieve these objectives with the resources we have?
- Timely – When do we need to have achieved these objectives?

### Outcome Based Action Plans

Our action plan will show:

- Clear allocation of leadership responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance data
- Clear timescales
- A specified date and process for review

The Principal and Senior Leadership Team will regularly review our progress against the objectives we have set. The LGB will receive regular reports on progress. We must show our evaluation to Ofsted when the school is inspected.

We will continue to check to see if our actions have led to real material improvements for people. An outcome-based approach will help us to plan effectively and know whether we are making a measurable difference to the lives of all students and/or employees with a protected characteristic.

These are some of the types of data and information which we collect and use to measure progress in achieving our objectives with students:

- Pupil attainment data
- ASP (Analyse School Performance)
- Bullying incident logs
- Racist incident logs
- Behaviour logs
- Intervention map
- Attendance
- Participation in co-curricular activities
- William Hulme's Way and Star Student Scheme
- SEN register

## 6. Equality – an Ongoing Process

As we regularly monitor and review our policies and practices, we will continue to use data to assess whether they are meeting our General Equality Duty. We will gather and use information to inform any changes we may need to make to our policies or adaptations to our practices to better meet our duty. For example, if we see children with a disability are not taking part in any co-curricular activities, we would need to go back and look at what we could do differently to help them take part more fully. The LGB will be kept informed of this process and will offer advice and suggestions.

We can use this process as an aid to School Improvement, where we are constantly seeking new and better ways to help students and staff to achieve and give their personal best.

## 7. Staff Development

The school will provide opportunities for staff as part of the Continuing Professional Development programme to further enhance skills and knowledge which support our Equality Duty. For example, we could offer a member of staff training in supporting a particular disability. Or another example: school is planning a ski trip. One of the students is a wheelchair user and would need support when using skis. The staff member leading the group would need some specialist training to do this.

## Policy Information and Review

<b>Designated Lead Person/s</b>	Mrs K M Heaton, Principal
<b>Reviewed</b>	Every two years
<b>Date of last review and by whom</b>	July 2023, Mrs K M Heaton
<b>Nominated Governor</b>	Mr G Singh
<b>Ratification by Local Governing Body</b>	
<b>Next Review Date</b>	July 2025

