

Pate’s Equality Information and Objectives Policy



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1. Introduction

1.1.) *Legislative context*

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.

1.2) *Protected characteristics*

The Equality Act defines the following nine **protected characteristics**, which are applicable to the Pate's school community (students, staff, governors, and parents):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

2. Principles and Aims

Staff and Governors will:

- Actively promote equality of opportunity across all areas of school life
- Aim to eliminate discrimination by ensuring that all members of the school community know their rights under the Equality Act 2010, and mutually respect the rights of others
- Continue to work to ensure that prejudice or discrimination in all its forms is actively rejected, and that good relations are fostered across all characteristics- between people who share a protected characteristic and people who do not share it
- Raise awareness of equality issues beyond our school community, and establish and implement strategies to promote equal opportunity through our links with the local community
- Aim to advance equality of opportunity, as set out in the DfE guidance on the Equality Act, by:
 - Eliminating unlawful discrimination, harassment, victimization, or any other behaviour that is unlawful
 - Advancing equality of opportunity between people who share a relevant protected characteristic and those who do not, as well as fostering good relations between those who share a protected characteristic and those who do not.
 - Meeting the needs of students and staff with protected characteristics. For example, providing prayer spaces and gender-neutral changing facilities and removing, wherever possible, disadvantages suffered by people, which are connected to a particular characteristic, they have (e.g., pupils with disabilities).



3. School Commitments

At Pate's we are committed to supporting one another through fostering respectful relationships in an inclusive environment, where diversity and mutual respect is celebrated across the school.

a.) Admissions

- Pate's operates its admissions policy and procedures in line with the Gloucestershire County Council ('GCC') Local Authority ('LA') coordinated scheme for school admissions, which in turn follows the Department for Education School Admissions Code. This policy does not allow any personal characteristic to be used as criteria for admission. Admission is based on performance in the entrance examination, and care has been taken to ensure that the CEM entrance test is free from bias.

b.) Behaviour and Pastoral Care

Pate's pastoral care will:

- Counter and challenge all types of discriminatory behaviour and make our school stance clear to all members of the school community.
- Ensure the Behaviour and Anti-bullying policies provide a clear process and agreed procedure for dealing with prejudice-related incidents, as monitored, and tracked school-wide through CPOMs by our safeguarding lead, Andrew Jones.
- Make evidence of the number and nature of prejudice-based incidents available to relevant bodies, identifying improvements for specific groups.
- Hold assemblies, Information and Guidance (IAG) sessions and Personal Development lessons to address relevant pastoral themes and issues.

c.) Curriculum

Pate's curriculum planning will:

- Prepare students for life in a diverse society through the whole-school curriculum journey provision. Pate's Learners will explore concepts and issues related to identity and equality in both the core and hidden curriculum.
- Promote the values of mutual respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This specifically includes teaching in PTE and PDC, but also activities in other curriculum areas.
- Develop our images, materials and displays used in the delivery of the curriculum to positively reflect a range of cultures, identities, and protected characteristics.
- Ensure that as our student profile continues to diversify; we appropriately support the growing number of students from a broad range of cultural backgrounds and those identified as Advance Bilingual Learners (ABL).

d.) Co-curricular Activity

Pate's enrichment opportunities will:

- Support people, who have a particular characteristic, to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies) and ensuring equality of access.
- Monitor the participation rates of different groups of learners in opportunities beyond the classroom, through evaluation of school surveys by the Senior Leadership Team.
- Encourage leadership initiatives to promote democracy and mutual respect between different groups of pupils within the school. For example, our school council has representatives from diverse backgrounds to represent the views of all students in the school.
- Consider 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:
 - Cuts across religious events/celebrations, using our school's Inclusivity Calendar
 - Is accessible to pupils with visible and non-visible disabilities



e.) *Partnerships*

Pate's partnership program will:

- Support and collaborate with our local community, being involved in community initiatives wherever possible. For example, organising school trips and activities based around the local community.
- Continue to develop links with people and national groups, who have specialist knowledge about characteristics, which helps inform and develop our school approach to promoting inclusive principles. For example, "Just Like Us" LGBT+ organization.
- Work alongside our parent, student, and staff community to promote knowledge and understanding of different cultures. For example, through Pate's Diwali and Lunar New Year celebrations. We also embrace parents' views on policies such as RSE to help inform practice.

f.) *Progress and Attainment*

To nurture progress and attainment Pate's will:

- Regularly produce attainment data each academic year showing how pupils with different characteristics are performing, which is discussed at Senior Leadership meeting with Heads of Year.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Continue to produce and analyse appropriate data, working together to identify how this gap can be further reduced. Whilst gender attainment gaps at Pate's are smaller than national statistics, the school's Senior Leadership Team and Academic Board will still monitor and implement strategies to reduce gaps.
- Ensure Quality First Teaching is occurring and visible throughout the school to ensure that effective learning takes place at all key stages.

g.) *Staff Recruitment and CPD*

Pate's will ensure:

- Those involved in recruitment and selection are appropriately trained and are aware of the need to avoid discrimination and promote equality of opportunity.
- Employment policy and procedures conform with legislation.
- Equality training is embedded into new staff inductions. All members of the school's teaching community have received equality and diversity training.

4. Equality Objectives

Objective 1: To develop the Pate's Shaping Futures program to further equal opportunities amongst socio-economically disadvantaged students in our local community. Promoting social mobility both within and beyond Pate's.

Objective 2: Develop and implement strategies to best support students and staff from the LGBTQ+ community as a school.

Objective 3: Develop our materials, images and events used in the delivery of the curriculum and across school to positively reflect a range of cultures, identities, and protected characteristics.

5. Roles and responsibilities

The Head Master will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, governors, pupils and parents, and that they are reviewed and updated at least once every two years.



The Head Master and Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst the school community.
- Monitor success in achieving the objectives and report back to governors.

Governors will:

- Support the Head Master and SLT in implementing the policy.

School staff will:

- Be made fully aware of the Equality Policy and how it relates to Pate's ethos and values.
- Involved in the further development of this policy.
- Be expected to have regard to this document and to work to achieve the commitments set out in section 3.

Students will:

- Be expected to act in accordance of this policy and will be supported in actively engaging with the key principles.

5. Monitoring arrangements

This document will be reviewed and approved by the Head Master at least every 2 years, using feedback from the whole-school community to inform any changes to the policy.

6. Practice and links with other policies

Inclusive principles based on the commitments outlined in this policy document will be embedded in decision-making processes, policies and daily practices.

This document links to the following school policies:

- [Accessibility plan](#)
- [Admissions Policy](#)
- [Anti-bullying Policy](#)
- Attendance Policy
- [Behaviour Policy](#)
- [Equal Opportunities Policy](#)
- [RSE Policy](#)
- Staff Handbook