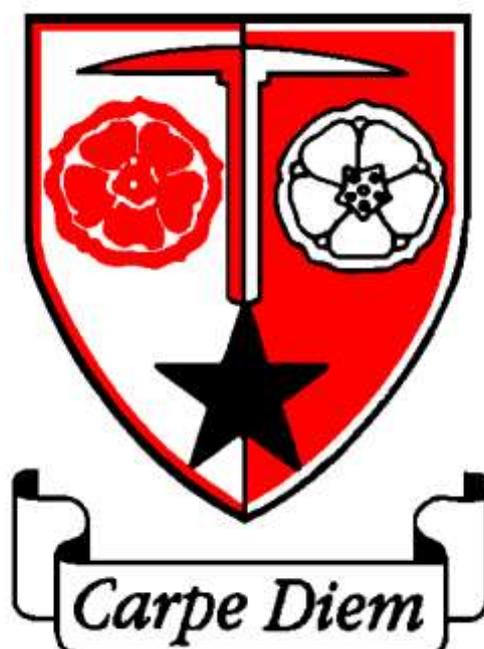


Audenshaw School



EQUALITY STATEMENT AND OBJECTIVES

This policy is reviewed at least every four years by the Personnel Committee.
History of Document

Issue No	Author/Owner	Date Written	Approved by Personnel	Received by Governors	Comments
Issue 1	Kristie Bloomfield	16/10/13	26/10/13	04/11/13	
Issue 1.1	Jeanette Saw	05/11/13	05/11/13	05/11/13	Minor Amendment
Issue 1.2	Jeanette Saw	15/07/14	04/08/14	04/08/14	Addition of objectives
Issue 1.3	Jeanette Saw	05/10/15	22/10/15	03/11/15	New objectives set
Issue 1.4	Deborah Patel	20/08/20	15/09/20	14/09/24	Minor amendments and updated objectives

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

		Page
1.	Introduction	4
2.	Responsibilities	4
3.	Equality Objectives 2020-21	5
4.	How we have due regard for equality	5
5.	Publication and Review	8

1. Introduction

1.1 Audenshaw School seeks to provide equality of opportunity for all members of the School whatever their age, disability, sex (including gender reassignment), marriage and civil partnership status, pregnancy, maternity or paternity, race, religion or belief, sexual orientation or background.

1.2 We recognise that people have different needs and we understand that treating people equally does not always involve treating them exactly the same. We recognise that for some students extra support is needed to help them to achieve and be successful.

1.3 We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duty to publish information about our School population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular in-equalities and to remove them.

2. Responsibilities

2.1.1 The Governing Body is responsible for:

- Drawing up, publishing and implementing the School's equality objectives
- Ensuring that the School complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting annually.

2.1.2 The Principal is responsible for:

- Ensuring that steps are taken to address the School's stated equality objectives
- Reporting to the Governing Body on the delivery of the equality objectives
- Ensuring that all employees are aware of their responsibilities and receive appropriate training
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, employees, parents/carers and visitors to the School.

2.1.3 All employees are responsible for:

- Promoting equality in their work
- Avoiding unlawful discrimination
- Fostering positive relationships
- Dealing with prejudice related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

2.2 The Equality Act 2010 requires us to publish information that demonstrates that we have regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

3. Equality Objectives 2020-21 (to be kept under annual review)

3.1 The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress that we are making to meet our equality objectives.

3.2 The School has set four equality objectives:

Equality Objectives 2020/210

1. Teachers identify and support any vulnerable child who is falling behind and implement a range of strategies to enable them to catch up, including engagement with parents, setting appropriate homework, and working individually or in small groups with a Learning Support Assistant.
2. Vulnerable students are afforded opportunities for cultural enrichment, receive recognition rewards in line with other students, have career aspirations in line with their peers and that steps are taken to close the gap between their attendance at school and that of their peers.
3. Improve language development, social integration and achievement of our EAL students and other identified vulnerable students with other barriers to learning, such as those hard of hearing and visually impaired.
4. Reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students with a disability. Provide a fully accessible environment through the commissioning of a new Accessibility Plan.

The staff profile is currently 95.4% white compared to 90.91% in the Tameside area. Analysis of recruitment paperwork and methods of advertising to be undertaken to raise the profile of the school with potential candidates. Analysis of candidates to be undertaken to determine if appointments are reflective of shortlisted candidates and applicants.

4. How we have due regard for equality

4.1 The information provided here aims to show that we give careful consideration to equality issues in everything that we do. The information below is a summary of how we are aware of this particular requirement and how we respond to it.

4.2 General:

- We are aware that we are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- We have a Behaviour Policy which helps students to develop a standard of behaviour that demonstrates self-respect, self-discipline and respect for others
- We have an Anti-Bullying Policy that demonstrates zero tolerance of all forms of bullying including bullying on the protected characteristics
- We deal promptly with all incidents and complaints of bullying and harassment that may include cyber bullying and prejudice based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation
- Our admission arrangements comply with the Admissions Code
- Our complaints procedure sets out how we deal with any complaints relating to the School
- We will observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have clear procedures in place for staff discipline, conduct and grievances.
- We provide training to all staff in relation to Equality and Diversity.

4.2.1 Age:

- We monitor the attainment and progress of students by year group.
- Students are admitted to the School according to their age
- We recognise that people of all ages can make a positive contribution to the life and work of our School
- We provide employment opportunities to adults regardless of age.

4.2.2 Disability:

- We have a Special Educational Needs Policy that outlines the provision the School makes for students with special educational needs
- We have an Accessibility Plan that strives to create an inclusive approach to the education of our students and the dignity of our visitors
- We support disabled learners and staff in meeting their individual needs
- We make reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students.

4.2.3 Ethnicity:

- We monitor the attainment and progress of all our students by ethnicity

- We identify and address barriers to the participation of particular groups in learning and other activities
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
- We understand that a diverse workforce provides a better range of experiences and knowledge for our students..

4.2.4 Sex:

- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided
- We ensure that young people have access to information about different occupations to challenge outdated images and ideas about careers and employment
- Both male and female parents and carers are encouraged to contribute to their children's learning and progress.

4.2.5 Religion or belief:

- We do not analyse data based on students' religious belief
- The School promotes the spiritual, moral, social and cultural development of all students
- Our curriculum including Religious Education encourages students to show tolerance and respect for people of different faiths and beliefs
- We tackle bullying and harassment on the basis of faith and belief
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.

4.2.6 Sexual Orientation:

- We do not collect data on the sexual orientation of our students or employees but as a School we are aware that there may be a number of equality issues for those persons who share this protected characteristic.

4.2.7 Gender Re-Assignment:

- We do not collect data on students or employees with regard to gender reassignment; but as a School we are aware that there may be a number of equality issues for those persons who share this protected characteristic.

4.2.8 Marriage and Civil Partnership:

- No data is collected or held by the School about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by the parent/carers or student
- No data is held by the School about the marital status of members of staff. Apart from the names and titles given on application forms, Disclosure and Barring Service (DBS) documentation and emergency contacts, unless specifically requested by the member of staff.

4.2.9 Pregnancy, Maternity and Paternity:

- The School is aware of the challenges and barriers faced by pregnant students and teenage mothers
- The School has in place policies for maternity leave, paternity leave and flexible working.

5. Publication and Review

5.1 This equality information fulfils statutory requirements under the terms of the Equality Act 2010 and is published on our website. The equality objectives are reviewed and updated annually by the Personnel Committee.