



SOUTH WIRRAL HIGH SCHOOL
A Visual & Performing Arts, Maths & Computing College

EQUALITY POLICY 2020/21

Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed

This policy sets out South Wirral High School's approach to promoting equality, as defined within the Equality Act (2010). It covers age, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion.

The School Context

South Wirral High School, in Eastham, is a foundation school which is larger than the average-sized 11 to 18 mixed comprehensive school. There are more boys than girls in the school and 106 students in the sixth form. The school holds specialist status in visual and performing arts, mathematics and computing. Nearly all students are of White British heritage and speak English as their home language. The proportion of students known to be eligible for the pupil premium funding is above the national average. The proportion of disabled students and those who have special educational needs who are supported at school action is above the national average. The proportion supported with a special educational needs is also above the national average.

Aims and Values

Our school mission statement is:

'Raising achievement in partnership with families and the community.'

This declares a vision for our school where each student's progress is remarkable. We focus on the whole educational experience for each student, aiming for success in examinations and the other aspects of school life, sports, the arts, leadership and extra-curricular activities.

The confidence and skills students gain, ensure pathways to university and the world of work. This can only be achieved by working with families and a range of community partners.

Five key statements describe our culture:

1. Achievement: Focus on teaching and learning
2. Attitudes: Encourage all members of our community
3. Planning: Use an approach that promotes enquiry, reflection and good communications
4. Partnerships: See leadership as a concept to which all contribute
5. Environment: See to improve working conditions for all members of the school community

The School's overall approach to promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations and positive attitudes between all characteristics and different groups in all of its activities.
4. Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

Improving conditions for all members of our Community

The Schools seeks to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand and respond to the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure that learning, teaching and the curriculum explore and address issues of diversity
- Ensure working conditions for all stakeholders are appropriate, safe and enhance opportunity for success
- Work in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equalities Policy** is followed.

Currently the school serves a variety of communities through a diverse range of practices and partnerships:

- Our geographical communities (e.g. Eastham, Wirral)
- The community of Britain, (e.g. through its curriculum of Life Studies and Philosophy and Religion as well as Social Moral Spiritual and Cultural work on British Values, Our school Pledges, and national Issues and important cultural events both current and historic)
- The global community, (e.g. through the wide range of links made with communities abroad through our international student programme partnership, developmental work in Ghana and diverse range of cultural trips to Europe and Beyond)
- Communities of interest (e.g. environmental groups, faith groups, ethnic or language groups through curriculum, SMSC and Pledge work)
- Communities of friends (e.g. local clergy, business partners, arts, sports, voluntary, charity and support groups)

Roles and Responsibilities

School Governors are responsible for:

1. Making sure the school complies with current equality legislation
2. Making sure this policy and the single equality scheme are properly implemented
3. Making sure related procedures are followed
4. Assigning a named governor.

The Head teacher and Extended Leadership Team are responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom which reflects our diverse society
- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping as well as promote equality and avoid discrimination against anyone
- Keeping up to date with the law on discrimination and take training and learning opportunities.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture

Pupils are responsible for:

- Supporting the schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.
- This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality

- Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- Monitoring exclusions.

Engagement and extended services:

- We have good links with other schools, locally and regionally.
- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Council and Pastoral House System
- We engage parents through a range of activities, parent's evenings and individual meetings to name but a few. Our pastoral system works with the EW service, to improve children's attendance
- We have strong links with external agencies including social services, the EW service, the health service and police.
- Multi- agency work with a robust internal identification and intervention system that highlights, diagnoses and prescribes support to students and families in need as well as voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.
- Relevant signposting to other agencies in the community.
- Raising awareness in the community about the range of services on offer at the centre and locally.

Monitoring, Reviewing and Assessing Impact.

The School's Equality Policy is supported by the School's Improvement Plan school and its targets developed by the extended leadership team and governors for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of any review will be used to inform future planning and decision-making. The named member of staff and governor responsible for equality will monitor specific outcomes. Interim reports will be given to the termly Governor Sub Committees and the Head teacher will provide monitoring reports for review by the Governing Body annually. This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain

Un-resolved these should be raised in accordance with the schools Complaints Policy.