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| Information with regard to the need to promote equality under the Equality Act 2010 | |
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| 1. Our specific duties |
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We have two Specific Duties under the Equality Act 2010:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

This document shows what we do to promote equality of opportunity and sets out our equality objectives. Other information can be obtained by contacting staff, as indicated.

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| 2. Our objectives for September 2017 to September 2018 are: |
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Student Objectives

- To promote cultural understanding and awareness of different religious beliefs and between different ethnic groups within our community by regularly celebrating diversity
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs, disabilities, looked after children and children from different ethnic groups
- To improve the wellbeing of girls in the middle school by increasing resilience through a targeted support group
- To gather student views, including those from all protected characteristic groups under the Equality Act, in respect of all aspects of school life.
- To achieve a positive value-added figure for all protected characteristic groups.

Organisation Objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Personnel & Recruitment sub-committee of the governing board.*

Why we have chosen this objective: To achieve a diverse workforce

To achieve this objective we plan to: In addition to undertaking the analysis, advertise broadly in a range of outlets during periods of recruitment to support the aim of achieving a diverse workforce

Progress we are making towards this objective: Analysis of recruitment trends is underway, with report to be taken to P&R once completed in July. Review opportunities for diversity for each role during recruitment process.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*
 Why we have chosen this objective: To be more inclusive, because they are standard HR objectives

To achieve this objective we plan to: Assess each new employee on a case by case basis, addressing individual need.

Progress we are making towards this objective: Ongoing, standard HR practice at Sexey's.

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: So we have fair, equitable and non-discriminatory practices.

To achieve this objective we plan to: Ensure that all relevant staff and governors are trained in this issue by Sept 2018.

Progress we are making towards this objective: Launch a timetable in January for equal opportunities training, with monitoring of understanding in July.

3. Information about what our school does to promote equality

| Type of information | Evidence available and how this can be obtained |
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| Data about the school population and differences of outcome | |
| 1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English. | This information is not publicly available as it is not good practice to publish information which due to small numbers would allow individuals to be identified. |
| 2. Our school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need. | This information is not publicly available as it is not good practice to publish information which due to small numbers would allow individuals to be identified. |
| 3. We have data on inequalities of outcome and participation concerning ethnicity, gender and disability, and with proficiency in English. We also use data and other evidence provided by the Local Authority and national data, to help identify inequalities and the needs of particular groups. | This information is not publicly available as it is not good practice to publish information which due to small numbers would allow individuals to be identified. |
| 4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements. | Our objectives for the Sept 2017 to Sept 2018 period were based on the following data and other information: Attainment, rewards and sanctions, exclusions, engagement in the extended life of the school, prejudice related |

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| | incidents, and representation on decision-making groups. |
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Documentation and record-keeping

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| 5. There are statements of the school's responsibilities under the Equality Act in various school documents, including our equality policy, the school improvement plan and self-evaluation papers, the prospectus, and occasional letters to parents. | Our Equality and Diversity Policy is available on our website. |
| 6. Before introducing new policies or measures that may have an impact on equality, the school carefully assesses their potential, positive or negative, and keeps a record of the analysis and judgements which it makes. | If you wish to see records relating to particular decisions, please contact: <ul style="list-style-type: none"> • Mr Phil Clackson, Asst. Head-Pastoral • Mrs A Crichton, HR Manager |

Responsibilities

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| 7. A senior member of staff has special responsibility for equalities matters. | If you wish to discuss equality matters please contact: Mr P Clackson, Asst Head-Pastoral |
| 8. A member of the governing body has a watching brief for equalities matters. | If you wish to see records relating to particular decisions, please contact: Mrs Gin Stewart, Clerk to Governors |

Staffing

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| 9. The school has data on its workforce composition broken down by age, disability, ethnicity and gender. | If you wish to discuss such information please contact: Mrs A Crichton, HR Manager |
| 10. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. | Examples of this include: Senior Leadership Meetings, Heads of Faculty meetings, Academic and Pastoral meetings, Staff Development Groups and Somerset County training |
| 11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative. | We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment. |
| 12. Our other policies, including our pay policy, uphold good equalities practice. | Our policies are available on our website and on the intranet (Staff Resources-Policies) |

Behaviour and safety

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| 13. There are clear procedures for dealing with prejudice-related bullying and incidents. | Our policy for responding to prejudice-related bullying and incidents is available on our website in the policies section. |
| 14. Surveys and focus groups show that most students feel safe from all kinds of bullying. | Evidence of this comes from parent, pupil and staff surveys. |

Curriculum

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| 15. Focused attention is paid to the needs of | If you wish to discuss such support |
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| specific groups of pupils (e.g. those who have Special Educational Needs, Travellers and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate. | please contact: <ul style="list-style-type: none"> • Mrs Pam Howes, SENDCo |
| 16. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding. | Examples of this can be found in the English and History curriculum, PSHE programme, RL&S curriculum and school assemblies. |
| 17. There are activities across the curriculum and in the boarding houses/boarding time that promote students' spiritual, moral, social and cultural development. | See school SEF 2017/18 |
| 18. The school takes part in certain national projects and award schemes. | Examples of this include: Black History month, Anti-Bullying Week, Anti-Bullying Ambassadors |

Consultation and involvement

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| 19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation). | Evidence of this comes from parent, pupil, and staff surveys. Engagement with SASH, Somerset County, Tower Learning Community, BSA, SBF and the Diocese of Bath and Wells |
| 20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation). | Evidence of this comes from student surveys. The Governors meet with day and boarding students termly. The School Council puts forward the views of all parts of the student body. |

Approved by: Gill Kelly, Interim Headteacher **Date:** 13 December 2017



Last reviewed on: October 2016

Next review due by: 13 December 2018