

KING EDWARD VI HIGH SCHOOL

EQUALITY DUTY STATEMENT

**Encouraging and supporting all our learners to
"Be the best that they can be"**





Approved Date February 2018

Head teacher

Mr J Christey

Governor

Mrs M Witts

Review Date February 2019

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which extends to all protected characteristics:

- race,
- disability,
- sex,
- age,
- religion or belief,
- sexual orientation,
- pregnancy and maternity
- gender reassignment.

This means that, in carrying out its functions, King Edward VI High School will have due regard to, and commit itself to, the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic (see categories below) and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The school will not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service

and will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity.

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

The school publishes information to exemplify how it is complying with the Public Sector Equality Duty, and its equality objectives and will gladly provide further information if requested.

How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

- for pupils - implementation of policies on Equal Opportunities, Race Equality, Gender Equality, Special Needs, Behaviour, Anti-Bullying
- for staff - implementation of policies on Equal Opportunities, Race Equality, Gender Equality, Recruitment and Selection, Pay
- Ethical Studies, assemblies, 'Enrichment Days' and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles
- employing specialist staff to support pupils with special needs or disabilities, and implementing the academy disability access plan
- monitoring of welfare, with intervention and support where required
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

Breaches will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and the Governing Body.

How well are we doing?

Some indicators for the Academic Year 2016 - 2017:

Gender

- ✓ 31% of boys gained five or more GCSEs including English and Maths compared with 38% of girls.
- ✓ 55% of boys gained four or more GCSEs including English and Maths compared with 56% of girls.
- ✓ The girls Progress 8 score was +0.08 compared with the boys' score of -0.25
- ✓ In 2016, the attendance of boys was 95.2% compared with 95.69% for girls.

Race

- ✓ In 2016, there was no significant number of ethnic minority pupils in school.

Disability

- ✓ In 2016, the school had no disabled pupils.

Religion

- ✓ In 2016, there were no behavioural incidents relating to religious differences.

Sexual orientation

- ✓ In 2016, there were no incidents of homophobic bullying

Gender Reassignment

- ✓ In 2016, no pupils had undergone or were undergoing gender reassignment.

Pregnancy or maternity

- ✓ In 2016, no pupils became pregnant. Historically, pupils who have fallen pregnant or become mothers have been provided with appropriate curriculum adjustments and support from internal and external services.

The school's equality objectives

While aiming to improve continuously the implementation of equality related policies and procedures listed above, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has decided to continue with the following objectives for the period 2017-2018:

- to encourage girls to consider non-stereotyped career options.
- to promote the values of openness and inclusiveness with respect to sexual diversity.

