

EQUALITY STATEMENT

Date: October 2022

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Document Approvals

This document requires the following approvals:

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Falinge Park High School - Equality Statement

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our responsibility in these areas extends to our pupils, our staff and members of our local community who may contact or visit the school.

These aims are reflected in the school's Values: Celebrating Diversity, Building Community, Securing Communication and Ensuring Equity.

Two “specific duties” in the Equality Act (2010) require us to:

- Publish information to show compliance with the Equality Duty
- Ensure that the published equality information is updated at least every year, and ensure the objectives are reviewed and updated at least every four years

Our Equality and Community Cohesion Policy and Equality Statement demonstrate these two specific duties. Equality and Community Cohesion policy can be found here: [Equality and Community Cohesion policy](#)

We also recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our Accessibility Plan can be found here: [Accessibility Plan](#)

Our Equality Objectives and progress towards them:

| Equality Objective | Rationale | Actions | Milestone/Progress |
|---|---|---|--|
| 1. Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the governing board. | To ensure that we remain representative of our local community. | Consider where we advertise, particularly making use of local community networks. | By July 2023 annual analysis of recruitment data and trends shared with governing body will indicate that the majority of recruitment advertising will have used community networks. |
| 2. Have in place a reasonable adjustment | We do a significant amount as a school on supporting staff | Consider with staff before we undertake any additional events | By July 2023 records will indicate that all staff with disabilities |

| Equality Objective | Rationale | Actions | Milestone/Progress |
|--|---|--|---|
| agreement for all staff with disabilities by December 2022, to meet their needs better and make sure that any disadvantages they experience are addressed. | with a disability but there is always more than we can do. | outside of school that might have an impact on their reasonable adjustments. | have been spoken to prior to plans for events to incorporate any required reasonable adjustments. |
| 3. Work with our community partners to tackle the increase in hate crime in the communities, which is having an impact on young people. | The impact of what is happening externally plays out in school. We have strong partners and we know that we can make improvement by working together in tandem. | Strengthen the link between parents and community partners. | <p>Welfare Advisor works in school once a fortnight to support families and build links. Data in July 2023 will evidence an increase in the number of families supported compared with July 2022 data.</p> <p>Parent Group set up who meet every Thursday led by member of staff SMI. Communication of parents and community partners developed through WhatsApp group.</p> <p>New post of Family Support Worker from September 2022 to enhance development of links between parents and community providers. Annual safeguarding report to governors in September 2023 will evidence the increased number of families supported by community partners.</p> |

How We Are Complying with Our General Duty

1. What we are doing to eliminate discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Our values and big aims of the curriculum outline how this is underpinned. Our Compelling Behaviour Policy sets out how we address discrimination.
- We provide an open environment where pupils are encouraged to report, challenge and be a positive bystander when they notice any discrimination. The pupils are taught about the Universal Declaration of Human Rights; we have focus groups that reflect the diversity of our staff and pupils; our big aims of the curriculum promote kindness, empathy and taking positive action.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.
- We provide training for staff on the protected characteristics and this is reviewed annually.
- The school has a designated member of staff for monitoring equality issues (Janice Allen, Headteacher), and an equality link governor, Paul Young. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

2. What we are doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- Analysing data each academic year showing how pupils with different characteristics are performing.
- Analysing the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Making evidence available identifying improvements for specific groups.
- Analysing further data about any issues associated with particular protected characteristics, identifying any issues, which could affect our own pupils.
- Undertaking audits of Equality, Diversity and Inclusion with external partners.
- Adopting the Greater Manchester Charter for Race Equality in Schools.
- Ensuring our uniform policy takes into account the protected characteristics.

3. What we are doing to foster good relations across all protected characteristics.

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies and focusing form time to deal with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes extensive partnerships on a hyper-local place based level as well as regional and national representation.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- Working with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach including in policymaking.

October 2022