

Statement of Objectives for Carnforth High School

Carnforth High School: Equalities Act Impact Statement – September 2024

The Equality Act 2010 states that public authorities must comply with the public sector equality duty. This is in addition to their duty not to discriminate against people. The public sector equality duty ensures we consider things like discrimination and the needs of people who are disadvantaged or suffer inequality, in particular when formulating policies or coming to decisions that affect people who are protected under the Equality Act.

The characteristics that are protected in relation to the public sector equality duty are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

The Equality Act 2010 has replaced the Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Age) Regulations 2006.

The Bay Learning Trust PSED statement is the key policy in this area. This policy has 8 principles schools must give due regard to:

Principle 1: All pupils are of equal value

Principle 2: The Trust recognises and respects difference

Principle 3: The Trust fosters positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: The Trust observes good equalities practice in staff recruitment, retention and development

Principle 5: The Trust aims to reduce and remove inequalities and barriers that already exist **Principle 6:** The Trust consults and involves widely

Principle 7: The Trust bases its policies and practices on sound evidence **Principle 8:** Measurable objectives

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Objective	Actions	Success criteria	Time Scale	Monitoring process	Who
<p>To achieve a better understanding of the overseas qualifications of candidates for appointment.</p>	<ul style="list-style-type: none"> • To ensure colleagues involved in recruitment have a clear understanding of possible overseas qualifications and how this fulfils the Academy's obligations for offering posts where a certain standard of education is required e.g. teaching positions. • To ensure safer recruitment training is in place for all relevant staff. 	<p>Overseas staff applying have an equal opportunity of successfully applying for positions at the school.</p>	<p>Immediately and ongoing</p>	<ul style="list-style-type: none"> • By Headteacher (recruitment) • Business Manager: SCR checks • Reported to Governing Body 	<p>Headteacher</p>
<p>To work to close the gap in attainment for those pupils with protected characteristics.</p>	<ul style="list-style-type: none"> • To review attainment regularly • To implement intervention as appropriate • To use Pupil Premium funding to support the attainment of pupils with protected characteristics as appropriate. 	<p>To close the gap in attainment to levels which are less than the national gap.</p>	<p>Immediately.</p> <p>As each year group has different pupil characteristics this is an on-going target</p>	<ul style="list-style-type: none"> • By Headteacher • By Governing Body • By relevant SLT for attainment • Reported to relevant Trust sub-committee 	<p>Headteacher</p>

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<p>To maintain the low incidence rate of inappropriate language and behaviour. e.g. homophobic, racist, sexist, etc.</p>	<ul style="list-style-type: none"> • Target opportunities to tackle this issue explicitly in worship and year team assemblies and in tutor time. • Take curriculum opportunities to reinforce the message in related topics, e.g. the Holocaust in History, English, Life and Enrichment Curriculum. • Incorporate explicit reference to this issue in sanction systems. • Record all incidents on CPOMS/ClassCharts 	<p>Inappropriate and prejudicial language viewed as unacceptable in the school community at large and pupils feel confident to correct each other when it occurs or report it to an adult if necessary.</p>	<p>On-going target</p>	<ul style="list-style-type: none"> • By Headteacher • Reported to Governing Body in Headteacher's termly report • SLT Lead for Behaviour • Year Leaders • Reported to relevant Trust committee/Sub-committee 	<p>Headteacher</p>
<p>Supporting the LGBTQ+ community</p>	<ul style="list-style-type: none"> • School LGBT Lead (LCA) to hold whole school training on 'LGBT+ inclusivity in Education.' • Write a whole school LGBT Inclusion policy to be shared with staff and displayed on the school website. 	<p>Students have a positive and inclusive attitude to the LGBT community. LGBT students and staff feel confident and safe in our school environment and LGBT bullying is tackled with a zero-tolerance approach.</p>	<p>On-going target</p>	<ul style="list-style-type: none"> • By Headteacher • LGBT+ Lead • By Governing Body 	<p>Headteacher</p>

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	<ul style="list-style-type: none"> • Ensure trans/non-binary pupils are recognised by all staff. • Include LGBT themes and topics across the curriculum and in tutor time assemblies. • Audit LIFE and Enrichment Curriculum to ensure LGBT+ is included within the curriculum. 				
<p>To increase accessibility for all pupils to all buildings.</p>	<ul style="list-style-type: none"> • Investigate all opportunities for redevelopment of buildings to provide more appropriate facilities. • If above unsuccessful explore alternative uses of inaccessible areas to consider whether current arrangements offer the best solution. 	<p>All pupils able to access learning and pastoral support facilities.</p>	<p>On-going target</p>	<ul style="list-style-type: none"> • By Headteacher and Bursar, Operations Lead and Site Manager • Reported to Governing Body • Reported to Trust Chief Finance Officer (CFO) 	<p>Headteacher</p>