



Pate's Grammar School

Equality Information and Objectives Policy

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1. Introduction

1.1. Legislative context

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

1.2. Protected characteristics

The Equality Act defines the following nine **protected characteristics**, which are applicable to the Pate's school community (students, staff, governors, and parents):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation



2. Principles and Aims

Staff and Governors will:

- Actively promote equality of opportunity across all areas of school life
- Aim to eliminate discrimination by ensuring that all members of the school community know their rights under the Equality Act 2010, and mutually respect the rights of others.
- Continue to work to ensure that prejudice or discrimination in all its forms is actively rejected, and that good relations are fostered across all characteristics between people who share a protected characteristic and people who do not share it.
- Raise awareness of equality issues beyond our school community and establish and implement strategies to promote equal opportunity through our links with the local community.
- Aim to advance equality of opportunity, as set out in the DfE guidance on the Equality Act, by:
 - Eliminating unlawful discrimination, harassment, victimization, or any other behaviour that is unlawful.
 - Advancing equality of opportunity between people who share a relevant protected characteristic and those who do not, as well as fostering good relations between those who share a protected characteristic and those who do not.
 - Meeting the needs of students and staff with protected characteristics. For example, providing prayer spaces and gender-neutral changing facilities and removing, wherever possible, disadvantages suffered by people, which are connected to a particular characteristic, they have (e.g., pupils with disabilities).

3. School Commitments

At Pate's we are committed to supporting one another through fostering respectful relationships in an inclusive environment, where diversity and mutual respect is celebrated across the school.

a) Admissions

Pate's operates its admissions policy and procedures in line with the Gloucestershire County Council ('GCC') Local Authority ('LA') coordinated scheme for school admissions, which in turn follows the Department for Education School Admissions Code. This policy does not allow any personal characteristic to be used as criteria for admission.



Admission is based on performance in the entrance examination, and care has been taken to ensure that the CEM entrance test is free from bias.

b) Behaviour and Pastoral Care

Pate's pastoral care will:

- Counter and challenge all types of discriminatory behaviour and make our school stance clear to all members of the school community.
- Ensure the Behaviour and Anti-bullying policies provide a clear process and agreed procedure for dealing with prejudice-related incidents, as monitored, and tracked school-wide through CPOMs by our safeguarding lead, Andrew Jones.
- Make evidence of the number and nature of prejudice-based incidents available to relevant bodies, identifying improvements for specific groups.
- Hold assemblies, Information and Guidance (IAG) sessions and Personal Development lessons to address relevant pastoral themes and issues.

c) Curriculum

Pate's curriculum planning will:

- Prepare students for life in a diverse society through the whole-school curriculum journey provision. Pate's Learners will explore concepts and issues related to identity and equality in both the core and hidden curriculum.
- Promote the values of mutual respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This specifically includes teaching in PTE and PDC, but also activities in other curriculum areas.
- Develop our images, materials and displays used in the delivery of the curriculum to positively reflect a range of cultures, identities, and protected characteristics.
- Ensure that as our student profile continues to diversify; we appropriately support the growing number of students from a broad range of cultural backgrounds and those identified as Advance Bilingual Learners (ABL).

d) Co-curricular Activity

Pate's enrichment opportunities will:

- Support people, who have a particular characteristic, to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies) and ensuring equality of access.



- Monitor the participation rates of different groups of learners in opportunities beyond the classroom, through evaluation of school surveys by the Senior Leadership Team.
- Encourage leadership initiatives to promote democracy and mutual respect between different groups of pupils within the school. For example, our school council has representatives from diverse backgrounds to represent the views of all students in the school.
- Consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across religious events/celebrations, using our school's Inclusivity Calendar
 - Is accessible to pupils with visible and non-visible disabilities.

e) Partnerships

Pate's partnership program will:

- Support and collaborate with our local community, being involved in community initiatives wherever possible. For example, organising school trips and activities based around the local community.
- Continue to develop links with people and national groups, who have specialist knowledge about characteristics, which helps inform and develop our school approach to promoting inclusive principles. For example, "Just Like Us" LGBT+ organisation.
- Work alongside our parent, student, and staff community to promote knowledge and understanding of different cultures. For example, through Pate's Diwali and Lunar New Year celebrations. We also embrace parents' views on policies such as RSE to help inform practice.

f) Progress and Attainment

To nurture progress and attainment Pate's will:

- Regularly produce attainment data each academic year showing how pupils with different characteristics are performing, which is discussed at Senior Leadership meeting with Heads of Year.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Continue to produce and analyse appropriate data, working together to identify how this gap can be further reduced. Whilst gender attainment gaps at Pate's are



smaller than national statistics, the school's Senior Leadership Team and Academic Board will still monitor and implement strategies to reduce gaps.

- Ensure Quality First Teaching is occurring and visible throughout the school to ensure that effective learning takes place at all key stages.

g) Staff Recruitment and CPD

Pate's will ensure:

- Those involved in recruitment and selection are appropriately trained and are aware of the need to avoid discrimination and promote equality of opportunity.
- Employment policy and procedures conform with legislation.
- Equality training is embedded into new staff inductions. All members of the school's teaching community have received equality and diversity training.

4. Equality Objectives

Objective 1: Increase our representation of teachers from minority communities from 1% to 10% over a four year period from January 2024 to January 2028.

Why have we chosen this objective?

Our student community represents diverse communities, it is important students have role models like them in our school leadership and teaching to build our sense of belonging at Pate's. Increasing from 1% to 10% would represent an increase from 1 person to 10 people.

How do we plan to achieve this?

The work to recruit a more diverse workforce begins with understanding how the school is perceived from the perspective of our target market.

- i. Public Perception - Our Communications Manager and HR Manager will review how our outward facing profile influences people's willingness to engage with Pate's as a potential employer.
- ii. Market-warming – Be proactive in opening up the school to prospective teaching and non-teaching staff
- iii. Targeted Recruitment - Identify opportunities to advertise roles in diverse communities and their publications.
- iv. Building Networks – Using our existing networks to be proactive in recruitment.
- v. Retention – Review how our induction, probation and systems and processes supports staff from different cultural backgrounds to belong at Pate's.



Objective 2: To break down barriers to participation in sport based on gender. To eliminate gender bias in participation, performance and achievement in activities including sport and outdoor education.

Why have we chosen this objective?

Students report that we are a welcoming community where participation in sport is greatly valued, but there is a growing appetite to diversify our offer and consider how non-gendered sport can be offered in the curriculum.

How do we plan to achieve this?

- i. Establish a new faculty of Physical and Personal Development which encompasses PE, Outdoor Education/CCF and PDC to provide a more inclusive offer across the curriculum.
- ii. Review the Saturday sport offer and the staffing of it, to ensure there is equity of opportunity for girls and boys.
- iii. Look outwards to other schools, businesses and organisations for best practice.

Objective 3: Demonstrate a zero tolerance approach to identity-based abuse- particularly homophobic, transphobic, disableist, sexist, racist language, behaviours and microaggressions in school.

Why have we chosen this objective?

We have had a period of education for students where these issues have been highlighted and it has led to a supportive culture where students and staff feel valued and heard to call out against and seek support for the language and behaviour. We now need to support them to move to the next phase of institutional development.

How do we plan to achieve this?

- i. Understand how this language and behaviour manifests itself at Pate's by using student and parent focus groups. To use the results of these groups to narrow our initial work and then expand as time progresses.
- ii. Engage with communities about how we can support them.
- iii. A new Associate Assistant head will have an EDI focus and will coordinate work across the pastoral team.
- iv. Additional capacity in the pastoral team, including new pastoral managers at KS3 and KS4, will add extra impetus to raise the profile of language and behaviour to eradicate it.



- v. Improved Institutional support for victims to be able to speak out and eradicate the language and behaviours.

5. Roles and responsibilities

The Headteacher will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, governors, pupils, and parents, and that they are reviewed and updated at least once every two years.

The Headteacher and Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst the school community.
- Monitor success in achieving the objectives and report back to governors.

Governors will:

- Support the Headteacher and SLT in implementing the policy.

School staff will:

- Be made fully aware of the Equality Policy and how it relates to Pate's ethos and values.
- Involved in the further development of this policy.
- Be expected to have regard to this document and to work to achieve the commitments set out in section 3.

Students will:

- Be expected to act in accordance with this policy and will be supported in actively engaging with the key principles.

6. Monitoring arrangements

This document will be reviewed and approved by the Headteacher at least every 2 years, using feedback from the whole-school community to inform any changes to the policy.

7. Practice and links with other policies

Inclusive principles based on the commitments outlined in this policy document will be embedded in decision-making processes, policies, and daily practices.

This document links to the following school policies:



- Accessibility plan
- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Promoting Positive Behaviour Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- Staff Handbook