



Shevington High School

Equality Information Policy & Objectives 2025-2029

SHEVINGTON HIGH SCHOOL

Headteacher: Mr J Bennett

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1. **Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard 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 a protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share a protected characteristic

Our school aims to promote respect for difference and diversity in accordance with our school values.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the cultural life of school.

2. **Legislation and Guidance**

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.

3. **Roles and responsibilities**

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

All employees are expected to comply with the schools' values of promoting equality and diversity and treat colleagues, students and others in the school and wider community with dignity and respect at all times.

4. Eliminating discrimination

School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act – e.g. during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training in the Equality Act as part of their induction, and all staff receive regular refresher training.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Studies, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas, e.g. as part of teaching and learning in English pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing 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 inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school, e.g. our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

School ensures it has due regard to equality considerations whenever significant decisions are made.

School always considers 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 any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

School keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the members of staff organising the activity and is stored electronically with the complete risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July 2025, and report on this to the Asset Committee of the governing board.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2026, to meet their needs better and make sure that any disadvantages they experience are addressed.

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.

9. Monitoring & Evaluation arrangements

The Governing Body Ethos Committee will monitor and review this document each year and will update the equality information we publish, at least every year.

We will continue to develop arrangements to monitor, review and evaluate the effectiveness of our teaching and learning provision. If our monitoring reveals any gaps in our policies or provision, we will take the necessary action.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy and Local Offer
- Behaviour Policy
- SRE Policy