
EQUALITY INFORMATION AND OBJECTIVES POLICY

Updated September 2020



Introduction

Judging and monitoring social justice in our education system (which is a common topic for researchers to examine) is not easy. According to Social Justice in the EU (2014), the UK ranked 13th among 28 EU countries using the six indexes of social justice. This index report comprises six key indices: Poverty Prevention, Equitable Education, Labour Market Access, Social Cohesion and Non-discrimination, Health, and Intergenerational Justice. The EU report evaluated equitable education using four indicators, namely education policy, impact of socioeconomic factors on educational performance, pre-primary education expenditures, and early school leavers. We have an important role to play in some of these areas and can make a significant contribution to improving some of these indicators for students in our schools.

Mission Statement / Values / Ethos

Vision

We exist **to equip** our students to **live life to the full**

1. Our vision is equipping all our students regardless of gender, race or disability to live life to the full.

Mission

Increasing opportunities and ***improving outcomes***

to enable our students to • **realise their potential** • **thrive in the world of work**
• **make a positive contribution** to the local, national and international community.

2. Our mission is to increase opportunities, foster good relations and eliminate discrimination or harassment across all protected characteristics in order to improve outcomes for all our students in all our schools. Doing so will enable all students to realise their potential, thrive in the world of work and make a positive contribution to the local, national and international community.
3. **Equality** is when each person is recognised as equal. **Social justice** is when each person can exercise their equal rights within a society of opportunity free from discrimination, prejudice and bias.
4. Social Justice is about addressing inequality of opportunity, poverty and social exclusion. Social Mobility is one dimension of Social Justice – this is most often seen in schools as children achieving better examination results (and ultimately securing better paid employment) than their parents – perhaps being the first in their family to go to university. Without Social Mobility it is impossible to secure Social Justice. Our Trust and our schools have a role to play beyond examination results; the unique composition of our Trust can afford exceptional opportunities for all our students (and staff) beyond what would be available to them in a single school or academy.
5. **Our focus for students:** In order to measure the impact of our work we will be tenacious in challenging ourselves to increase opportunities and improve outcomes for all student groups ensuring all students are free from discrimination, prejudice and bias.

- Disadvantaged students eligible for pupil premium
- Students with Special Educational Needs and Disabilities (SEND)
- Students from BAME backgrounds and heritage
- Underperforming White British students (particularly Disadvantaged WB Boys)
- Boys in the schools where they are currently underperforming compared to girls
- Girls in the schools where they are currently underperforming compared to boys

6. **Our focus for staff:** We recognise that some of our staff have experienced discrimination and inequality in their lives outside of work and within the careers in Education. We will proactively engage with staff where unfairness, bias and prejudice experienced in their lives has reduced or withdrawn opportunities rather than increased them. In order to measure the impact of our work we will be tenacious in challenging ourselves to increase opportunities for our all our staff with particular focus and monitoring of gender, race/ethnicity, and disability and all protected characteristics as defined in the Equalities Act 2010.

QMGS Mission Statement/ Values/ School Ethos

The School is a richly diverse community where individuals are valued. We foster co-operation and mutual respect and are committed to the development of the whole person within a supportive, secure and creative environment.

The School is committed to providing equal opportunity for all pupils and staff to maximise their potential regardless of ethnic background, religion, gender or disability. In line with the Equality Act 2010, the School recognises the principle of protected characteristics and that it is against the law to discriminate against someone because of:

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

Community cohesion is a strength of the School and a key part of our Pastoral Charter (appendix A).

We aim to:

- Provide a secure environment in which all pupils and staff can flourish
- Provide a learning environment where all individuals feel a sense of belonging
- Ensure that all groups within school make the best possible progress
- Promote understanding of diversity and prepare pupils to take their place in local, national and international communities
- Challenge, proactively, any discrimination or disadvantage
- Make inclusion a thread which runs through all our activities

To achieve these aims, the School will:

- Hold high expectations of behaviour

- Ensure a broad and balanced curriculum which meets the needs and aspirations of all pupils
- Collect and analyse data in order to set suitable learning challenges for all
- Ensure that all pupils participate in a range of activities that promote awareness of diversity (such as Assembly and PSHEE programmes, Induction and L2L Weeks, Enterprise Days, Giving form for prefect selection, foreign visits and exchanges, anti-bullying weeks)
- Provide support to help pupils overcome any potential barriers to learning
- Monitor the take up of enrichment activities to ensure that all groups and individuals make the most of the opportunities on offer in the school
- Take a pro-active approach to pupil recruitment from under-represented groups

Statement of Purpose

7. We value the individuality of all staff and students in our school communities and we are committed to enabling all students to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our children and young people and expect all staff and volunteers to share this commitment.

"Equality is not regarding different things similarly; equality is regarding different things differently"
Tom Robbins

The Trust and all our schools aim to embed equality into every aspect of everything we do.

8. Legal Framework

The Equality Act 2010 which came into force on April 5th 2011. This policy has been designed to ensure that the school fulfils its legal and moral obligations and meets the requirements and expectations of the act.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: Page 2 of 8 1. The Public Sector Equality Duty or 'general duty' This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics¹):

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two 'specific duties'

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives at least every 4 years which are specific and measurable

¹ Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

9. Aims

Our aims as a Trust are to:

- Eliminate discrimination, harassment, victimisation 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.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- To take swift action in the instance that an element of the policy is compromised.

10. Objectives

Our objectives for 2020-2024 are:

- **MANAGEMENT INFORMATION:** To effectively **monitor and analyse student opportunities and outcomes** by race, gender and special educational need or disability and act on any trends or patterns in the data that highlight additional support for students.
- **CURRICULUM:** To **deliver a broad and balanced curriculum, that provides opportunities for all students** to achieve the highest standards of education, using resources to support students who need it the most. We will deliver a programme of assemblies and extra-curricular activities to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.
- **ENGAGEMENT AND OPPORTUNITY:** To **raise levels of engagement and opportunity** for students, staff and volunteers in the breath of activities in school. This includes in opportunities in study, work and volunteering, in serving our school communities including in positions of influence and leadership.

School Objectives

As a school, we are committed to ensure that equality of opportunity is at the very heart of everything we do to ensure we provide fair and non-prejudicial access to the school community as a whole. Staff, governors and students are united in ensuring the rich and diverse society we live in is celebrated at Queen Mary's Grammar School. We uphold everyone's freedom of choice and rights to be different. Our core values are to ensure that everyone succeeds whether that is academically or socially.

We offer a broad and balanced curriculum, ensuring it is up to date and relevant to our students. All students have access to the whole of our curriculum and all aspects of extra-curricular activity. We endeavour to provide the appropriate amount of support to aid the individual needs of the students in every aspect of their school life.

Queen Mary's Grammar School provides training opportunities for students, staff and stakeholders to raise awareness of the collective rights and responsibilities everyone has for meeting the needs of this policy and ensure we comply in relation to the Equality Act 2010.

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13. Our schools provide training opportunities for students, staff and stakeholders to raise awareness of the collective rights and responsibilities everyone has for meeting the needs of this policy and ensure we comply in relation to the Equality Act 2010.

14. Roles and responsibilities:

- Each local governing body is responsible for ensuring that each school complies with legislation, and that this policy and its related procedures are implemented
- A member of the local governing body has a watching brief regarding the implementation of this policy
- The Headteacher in each school is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The CEO has overall responsibility for this within our Trust.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and amongst colleagues
- deal with any prejudice-related incidents that may occur and refer as appropriate
- plan and deliver a curriculum and lessons that reflect the ethos and core values of the school
- keep up to date with equalities legislation relevant to their work

15. Monitoring and Evaluating the Effectiveness of the Policy

The Senior Leadership Team in each school has the responsibility of upholding the values described throughout this policy. The policy will be reviewed bi-annually and presented to the governing body for approval. As part of the monitoring and evaluation process the Senior Leadership Team will review data and evidence provided relating to:

- Any personal indicating characteristics which may include race, age, disability, religion or sexual orientation (when this data is available and disclosed).
- Attainment/progress data.
- Access to the curriculum.
- Exclusions.
- Exclusions from areas of the curriculum, including trips and extra-curricular activities.

- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of any racist and homophobic incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors and external agencies.
- Funding.
- Staff and student surveys.

This will support our planning and help identify priorities for the future to ensure our commitment to equality of opportunities. Each school is aware that equality of opportunity is a constant changing and evolving entity and we strive to keep up to date with current practice and share information freely and openly.

16. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to these matters within the context that our schools are non-denominational schools where staff and students of all faiths and none attend each day.

17. Breaches of this policy and complaints

Any breaches to this policy will be dealt with through the Trust complaints procedure.

Appendix A: QMGS Pastoral Charter



- Human dignity matters
- Justice is an absolute priority
- Serving others is part of the School's DNA
- A sense of Community holds everything together
- Inclusion & diversity are fundamental principles
- Our approach must be holistic: what we **do** must be informed by who we **are**
- Generosity is the key to our motto: it often means getting your hands dirty
- Supporting others means we have to step out of our comfort zone
- There is always hope ...

Appendix B: Gender Equality Scheme

In addition to the provisions set out in the main policy, it should be noted that:

- The School is committed to fulfilling its legal obligations in promoting equality of opportunity irrespective of gender.
- The Admissions Policy: in accordance with current legislation, in Years 7 to 11 only boys are admitted to the School.
- In the Sixth Form girls are admitted in accordance with the same academic criteria as boys. The governing body monitors the admissions procedure annually.

Appendix C: Race Equality Scheme

In addition to the provisions set out in the main policy, it should be noted that:

- Provision is made for pupils from different ethnic backgrounds to take appropriate time off for religious observance
- The School promotes community languages.
- Any racial incidents are reported to the Local Authority. Such incidents are subject to annual review.
- The School will when necessary, work closely with the PREVENT agenda to counter violent extremism in society and to promote community cohesion (see policy on anti-radicalisation)
- The School will provide a space for individual reflection and prayer (see policy on Collective Worship)

Appendix D: Disability Equality Scheme

In addition to the provisions set out in the main policy, it should be noted that:

- This scheme forms part of the School's Accessibility Policy
- The LGB discharge the duty to review the plan and to ensure appropriate provision of facilities.