Equality Duties Policy
School Objectives

Review date	Spring 2026
Review period	Annual by SLT/every 4 years by Pastoral Committee
Next Review date	Spring 2027
Reviewed by	Lyndsey Frater/SLT
Approving committee	Pastoral Committee
Policy type	Legislative
Other related policies	Equality Policy Equality Information Anti-harassment and bullying policy

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions, induction and attendance
- Attainment, progress and achievement
- Exclusions/ Behaviour management
- Prejudice related incidents
- Prize giving
- Staff recruitment and professional development
- Curriculum access and participation
- Teaching styles and strategies
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Admissions

Equality Objective: To promote diversity in all its forms in student recruitment at both Year 7 and Year 12 points of entry via our community programmes and links with providers via our Teaching School status. To at least maintain diversity at 40% of the pupil population to be White-British and 60% of the pupil population to be non-white-British. This is currently 34% white Bristish and 66% non-white British. We currently have 128 female students in our Sixth Form of 450 students.

Why: To ensure that all sections of the community feel they can benefit from and have equal access to our education provision. To encourage high aspirations in students across the catchment area and to recruit students of high academic potential to the school from all backgrounds. We are proud that the diversity of the pupil population is significantly more diverse than the local population and feel that this benefits the school community. The intake in Year 12 is less diverse that that at

Year 7 however on analysis of the post codes it would appear that the area recruited from is smaller at year 12 than Year 7 and the local area does show less diversity than the wider area hence the pattern shown. The diversity shown in both the intake and the Sixth form as whole are both greater than the local area showing that the efforts by the school are working.

How: Only very limited data is collected during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions which appertain to admission to faith schools. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the government.

In particular, Lawrence Sheriff School's Admissions Policy is constrained by the demands of the 11+ process and its single sex status. Given the wide catchment areas for the school, including students from Warwickshire, Northamptonshire, Leicestershire and Coventry, it is not possible to relate the student intake to the local community demographic data. However, the school will continue to promote diversity in all its forms via its community and pupil premium outreach programme and links with providers via its Teaching SchoolStatus, as well as through its annual open evening events.
Responsible: Head of Sixth Form/Transition Coordinator/Director of Teaching Schools

Outcome: Diversity in student recruitment is promoted across all sections of the community.

Attainment, progress and achievement

Equality Objective: To be positive in all curriculum areas and across all student groups and any gaps/variation between groups to be reduced.

To monitor progress and attainment, using external and internal data, and maintain a high level of progress and attainment for all students. Data shows that all groups maintain positive progress. However, there is a slight gap between male and female students at KS5.

Why: Current analysis of attainment at GCE according to disability/SEN/ethnicity/gender show that there are no significant gaps. One of the school aims is the pursuit of academic excellence. This aim is relevant for all students irrespective of disability/SEN/ethnicity/gender. By continuing to monitor school data we can ensure that no group of students will be disadvantaged and we can intervene to support the academic progress of all students.

How: Adaptive teaching and behaviour strategies are implemented by all staff, all the time, both inside and outside of the classroom, therefore, our SEN register is small. We have a larger Quality First register but our investment in staff training enables their needs to be met within the normal school systems and processes

Use of external data such as ASP provides a detailed analysis of exam performance and will allow the school to monitor and act on gaps in attainment. The school also has its own internal tracking data (GATE) and Department SEFs ask SLs to analyse overall pupil performance and the performance of groups of students. This is also a target on each staff appraisal. This allows us to identify and intervene if any

student is underperforming. The school holds a summit meeting for all year groups after data has been collected; this allows for timely intervention.

Outcome: Monitoring internal and external data will allow us to support the academic progress of all students and all groups of students will achieve academic excellence.

Attendance

Equality Objective: To monitor attendance, using external and internal data, and maintain a high level of attendance for all students. The school objective is to reduce the gap in attendance for SEND students.

Why: Current analysis of attendance according to disability/SEN/ethnicity show that there are is a gap for students with SEND. This gap has narrowed in the current academic year as the Assistant Head is working with SEND students and their parents, using a range of strategies in order to support their attendance. The data also showed a small gap for any other mixed background students. We will continue to monitor and intervene as appropriate. One of the school aims is the pursuit of academic excellence and all research shows that high levels of attendance is one of the factors that contributes to high attainment. The aim is relevant for all students irrespective of disability/SEN/ethnicity. By continuing to monitor school data we can ensure that no group of students will be disadvantaged and we can intervene to support students if their attendance level falls.

How: As with attainment, use of external data such as ASP/FFT provides a detailed analysis of attendance and will allow the school to monitor and act if attendance of any student or group of students falls. The school recently appointed an Attendance Manager, this will allow for internal monitoring of attendance of all students and groups of students in all year groups. Again, this will allow us to identify and intervene if any student's attendance figures fall.

Outcome: Monitoring internal and external data will allow us to identify and support all students and all groups of students if their attendance falls. Attendance for all students will remain high.

Behaviour Management

Equality Objective: To ensure that CPOMS is used effectively - with an emphasis on using data to identify patterns of behaviour to plan appropriate interventions that continue to address current and local issues for particular groups of students

Why: One of the school aims is the pursuit of academic excellence and excellent standards in behaviour/attitude to learning is one of the factors that contributes to high attainment. The school's behaviour management system, pastoral system and house system is a strength of the school and helps to ensure good behaviour for learning. CPOMS has greatly improved the reporting of all pastoral and safeguarding issues. Using the data gained to identify patterns of behaviour to plan appropriate interventions that continue to address current and local issues

How: Ongoing staff training to maintain and improve the quality of the reporting.
A quality assurance cycle has been implemented (weekly with AC/termly with TJM and AAE and biannual with trustees). This data will be used to identify patterns of behaviour and implement appropriate interventions.

Outcome: All staff will be able to, and understand when to, access CPOMS to report and where appropriate monitor behaviour/safeguarding concerns. Ensure timely support for students to reduce negative impact on their well-being and academic progress. Patterns that relate to any particular group of students will be identified and acted on.

Opportunity and Recognition

Equality Objective: **To ensure that the prize giving for all years reflects the whole school population.**

Why: One of the school aims is the pursuit of academic excellence. The prize giving ceremonies celebrate the successes of students in a range of activities and reflect both academic excellence and attitudes to learning. Analysis of the awards shows that the overall representation reflects the school population; however, there is a small gap in the prizes awarded in Y13.

How: The small gap will be highlighted to staff and our responsibility to ensure equality in all aspects of school life will be emphasised. A range of data such as attainment (in both internal and external exams), Attitude to learning, merits and participation in subject areas are used to award prizes. Subject leaders will be responsible for ensuring that all aspects of their curricular area advance equality of opportunity.

Outcome: Analysis of school prizes will allow us to monitor that at all ages the prizes awarded represent the school population.

Prejudice Related Incidents

Equality Objective: To maintain an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not accepted and to reduce the number of prejudice-related incidents. The school takes a zero-tolerance approach to prejudice-related bullying of any form.

Why: All evidence suggests that prejudice-related incidents are minimal within school and any incidents are dealt with swiftly and appropriately. The school and Student Council is keen to keep it high on the agenda to ensure that no student or group of students are vulnerable to prejudice-related incidents. Student voice activities suggest that students are aware of what constitutes bullying and that staff deal with any incidences. The March 2022 section 8 Ofsted report comments that there is a clear culture of mutual respect between staff and students. Pupils value this and know who to turn to should they have a concern. Bullying is exceptionally rare and dealt with swiftly and effectively if it does occur.

How: Through the development of the school pastoral site to ensure students and parents know how to access support. The ongoing promotion of the various ways to report incidents of unkind behaviour and bullying. Training to ensure that CPOMS is being used effectively to track and monitor prejudice-related incidences allowing for timely intervention. It is important to note that this is to improve systems - we already monitor and no patterns have been identified.

Outcome: To reduce the number of prejudice-related incidences.

Additional Objectives:

School Policies – As part of our on-going review of school policies, we will review each policy in the light of the school's equality duties as they are due for review.

School Characteristics – We will continue to promote diversity in all its forms through our tutor and assembly programmes (including guest speakers) and Personal Development programme. This will focus on developing pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We will continue to promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This will continue to include raising general awareness and challenging stereotypes. Ensure that all students have equal access to trips and extracurricular activities. In order to keep a high profile on Religion or Belief we will continue to deliver a robust RPE syllabus and visit different places of worship as part of our school curriculum activities. We will continue to develop our intergenerational work to help to foster good relations between our older and younger generations through our vertical tutoring and community activities. This will provide both groups with the opportunity to meet and get to know each other whilst learning useful skills.

Student Awareness –Equality, diversity and inclusion is high on the school agenda with groups within the School Council and Enrichment activities. Equality, diversity and inclusion is celebrated with a calendar of events throughout the school year. We will continue to engage with our school community, in particular through the Student Council, to further develop awareness of the issues raised by the Equality Duties Act 2010.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objective:

Equality Objective: To increase the diversity of school staff, in particular teaching staff. To develop an inclusive culture by ensuring that staff with particular needs are confident in raising issues, irrespective of what they have chosen to record as their status, for example for disability, impairment, race or religion. However, we will continue to ask staff to record their personal data as part of the annual data checking procedure.

Why: Diversity and inclusion within education is a national issue and the school will continue to do all that it can to encourage diversity amongst its staff. The school will not be setting a specific numerical target as the overall aim is always to appoint the most suitable and best person for the role. Many staff decline to record personal information such as disability, impairment, race or religion, but some subsequently request reasonable adjustments such as flexible working or particular rooming requirements. The school will continue to take all such requests into account in its staffing and timetable planning in order to support a diverse workforce.

How: All policies and communications will show active consideration for those characteristics covered by the equality Act. Any breach of the Equality act will be tackled sensitively but rigorously. Staff will be asked to provide personal information at the point of appointment and as part of the annual data checking process. However, if they prefer to withhold such personal data, they are quite at liberty to do so and the school will respect their wishes. Any particular requests, for example for flexibility, should be addressed to the Headteacher or an appropriate member of SLT in the first instance. Staff can also have LSS Work

Adjustment Passport which is a dynamic record of any reasonable adjustments agreed to support them in the workplace due to a long-term physical or mental health condition, impairment, or disability. The aim is to ensure that any barriers e.g. Environmental or attitudinal, are addressed so individuals can work effectively.

Outcome: The school continues to prioritise the needs of a diverse workforce.