



Equalities Objectives
September 2018

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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 board will:

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

The equality link governor is Tim Slack. They will:

- Meet with the designated member of staff for equality yearly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst 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.

4. Eliminating discrimination

The 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, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling disabled students to access the full range of curriculum opportunities)
- 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 above data 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

The 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, 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 from the community and industry to contribute
- Working with our local community. This includes inviting leaders of the digital entrepreneurship community to speak at assemblies, and organising school trips and activities based around the local community including to local faith sites
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Manifesto (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 trips and visits. We also work with parents to promote knowledge and understanding of the needs of young people with protected characteristics such as mental health issues

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as LGBTQ+ groups

7. Equality considerations in decision-making

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

The 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

The school keeps a written record (known as an Equality Impact Assessment) 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 member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: to continue to monitor and the experience of female students to ensure they have full access to the curriculum and feel safe and secure in class and around school

We have chosen this objective because there is a diversity drive within the tech sector to improve the current proportions of female employees (approx. 15%). Similarly, The Studio has approx. 15% to 85% female to male ratio.

To achieve this objective we plan to continue to work with our partners on gender diversity in the tech sector eg Liverpool Girl Geeks; Innovate Her, Shop Direct. We will publish information on the diversity of the student body to the governing body annually.

Progress we are making towards this objective: In 2018-19 the proportion of girls at The Studio has increased to 20%.

Objective 2: Ensure support for students going through transition and identity issues (LGBTQ+ students) to ensure access to the curriculum and to secure academic progress.

We have chosen this objective because The Studio receives a greater than proportion of students and there is often an overlap between these students, ASC and mental health issues.

To achieve this objective we plan to continue to monitor the experience of these groups and ensure appropriate support is in place.

Progress we are making towards this objective: creating a positive and safe school culture through visible support and positive school ethos eg Diversity role models. Ensuring coaching support and excellent parental communication especially at vulnerable points of transition.

Objective 3: Ensure support for vulnerable students with mental health issues to ensure access to the curriculum and to secure academic progress.

We have chosen this objective because The Studio receives a greater than proportion of students with anxiety, mental health issues.

To achieve this objective we plan to continue to monitor the experience of this group and ensure appropriate support is in place.

Progress we are making towards this objective: effective links with CAMHS, OSME, YPAS adds to the day to day support students receive from coaches. A promoted post for a UPS leader of student wellbeing enables provision mapping to ensure students get appropriate and timely support.

Objective 4: Ensure we aim to narrow the gap in the achievement of all groups of students: disadvantaged; SEND, ESL students.

We have chosen this objective because The Studio over recent years has seen a moderate, but increasing proportion of non-white British students.

To achieve this objective we plan to continue to monitor the experience of all groups and ensure appropriate pedagogy, CPD and interventions supports success for all. For example, within our SEND framework we will consider the needs of non-English speakers and ensure appropriate interventions.

Progress we are making towards this objective: Progress is reviewed each cycle in relation to different groups so that trends can be identified and interventions put in place.

9. Monitoring arrangements

The Studio Principal will update the equality information we publish, at least every year.

This document will be reviewed by The Studio Equalities Governor (currently Tim Slack), at least every 2 years.

This document will be approved by The Studio governing body at least every 2 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment