



Formby High School Equality Duty Statement

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage and civil partnership; pregnancy and maternity; gender reassignment.

The Equality Act 2010 requires us to have due regard to the need to:

- eliminate discriminatory behaviour
- advance equality of opportunity
- foster good relations between people from different equality groups.

This is called the Public Sector Equality Duty and its purpose is to promote equality for all. In brief, this means that as a school we must consciously think about these three aims as part of our decision making processes and pay due regard to equality issues within all our key policies, planning and performance management. This means that each year the School Improvement and Development Plan will contain targets relating to equality issues. These targets are set out in the Single Equality Plan.

We will ensure that every student, irrespective of race, disability, gender, religion and belief, or sexual orientation, is able to achieve high standards and that strategies are in place to address under-achievement and celebrate success.

We will ensure that every student has access to the necessary teaching and support required to enable them to fulfil their potential.

We will ensure that the school's procedures for disciplining students and managing behaviour are fair, effective and equitable.

As an equal opportunities employer we are committed to providing a working environment where all are treated with dignity and respect. We will ensure that the school adheres to equal opportunities employment practices and does not discriminate against employees or prospective employees on the grounds of these protected characteristics.

Our close working partnership with parents will be underpinned by ensuring all parents can access the required support and information and, where necessary, appropriate additional support and reasonable adjustments will be offered.

The responsibilities of the Governing Body, Headteacher, Staff, Students, Parents and Visitors in promoting equality are set out in the school's Equal Opportunities Policy.

Equality Objectives

- A. The school will maintain its systems for recording behaviour to capture all incidents of bullying, harassment of or discrimination against students with protected characteristics.
- B. Ensure provision for disadvantaged students and those with protected characteristics enables them to make good progress.
- C. Building on existing very effective practice, to review and develop the school curriculum to ensure a wide range of opportunities exist that promote equality and diversity, and challenge prejudice and discrimination.
- D. The school will endeavour to enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.



Equality Objectives 2023/24

	Aim	Target Groups	Action	Responsible	Success Criteria
1	Ensure effective recording systems are in place to monitor incidents of sexual harassment and sexual violence.	All students	The Deputy Headteacher (DSL and Pastoral Lead) will ensure incidents of sexual harassment and sexual violence are recorded using CPOMS, enabling effective monitoring for (i) patterns of behaviour, (ii) the extent to which students speak out, (iii) the impact of interventions, (iv) referrals and (iv) evaluation of the impact of strategies adopted by school. This information will be routinely and confidentially shared with Governors to allow for strategic oversight.	<ul style="list-style-type: none"> Deputy Headteacher Pastoral Support Team CfLLs Governing Body 	Effective systems for recording incidents will evidence key information regarding the frequency of incidents, the likelihood of students speaking out and the impact of strategies, enabling informed future decision making regarding sexual harassment and sexual violence.
2	Maintain the achievement and progress of Pupil Premium students, in particular across English and Mathematics.	Pupil Premium students	The Deputy Headteacher will be responsible for oversight of the Pupil Premium cohort and coordinate the targeted curriculum and intervention support, making effective use of Catch-Up Funding with particular focus on English and Mathematics. Promoting excellent attendance, positive attitude to learning and homework, and parental support / engagement will be prioritised. In addition, Year 11 Pupil Premium students will be supported to ensure they have meaningful post-16 pathways on which to progress.	<ul style="list-style-type: none"> Deputy Headteacher CfLLs / Year 11 Achievement Leader Attendance Team Curriculum Leaders for English and Mathematics Curriculum Leader for Personal Development 	The Progress 8 score for the Pupil Premium cohort will be at least -0.01 and they will demonstrate good attendance at school (with Persistent Absenteeism for the cohort below 15%). All Year 11 Pupil Premium students will have clear post-16 plans to prevent the likelihood of NEET.
3	Develop a suitable curriculum and approaches to teaching and learning that enables the increasing numbers of students with EHCPs and who are in receipt of inclusion funding to make good progress and realise their full potential.	SEND students	Continue to develop and strengthen Reaching High curriculum provision in English, Mathematics and Science as the programme progresses into KS4 and fully embed the Life, Living and Employability to provide students with the necessary skills and attributes to be ready for life beyond school, engage appropriately with work related learning providers to provide relevant opportunities for the SEND cohort. Strengthen High Quality Teaching through a coordinated programme of CPD for teachers and develop an on-site SEND facility which is accessible to students with complex needs.	<ul style="list-style-type: none"> SLT SENDCO Assistant SENDCO Personalised Curriculum Teacher Specialist Learning Assistants Teaching Assistants Teaching Staff 	The establishment of the curriculum at KS3 and KS4 will allow the students who are working significantly below age related expectations to receive a curriculum that is appropriate to their needs and enables them to progress well and experience success. Teaching staff will develop their skills in teaching students with SEND within mainstream classes, allowing them to engage with curriculum content, demonstrate good behaviour for learning and make progress in line with their peers. Students and the staff supporting them will benefit from a purpose designed and built SEND facility in which to deliver the curriculum and wider support.



	Aim	Target Groups	Action	Responsible	Success Criteria
4.	Develop and implement a strengthened Personal Development Curriculum across all Key Stages to ensure all students are well informed about all forms of discrimination and feel confident in speaking out and reporting concerns	All students	Create a bespoke Personal Development Curriculum Area and appoint CL to redesign and enhance the school's PD curriculum and wider engagement plan. Develop contemporary curriculum resources, training for staff and engage community partners in delivering a dynamic personal development programme. Engage with student leadership and promote opportunities offered to students to celebrate diversity (for example, Pride Club) and continue to take advantage of opportunities to celebrate diversity and difference (for example, through Black History Month, Pride Month, etc).	<ul style="list-style-type: none">• SLT• Curriculum Leader for Personal Development• Pastoral Team• Form Tutors• Student Ambassadors	<p>Student voice indicates that students are confident about raising concerns about discriminatory behaviour to members of staff and speak fluently and positively about how the PD curriculum strengthens their knowledge and understanding of key issues.</p> <p>Behaviour records show very few issues relating to discriminatory behaviour.</p> <p>Opportunities for the celebration of diversity and promotion of equality are maximised and appreciated (and recording of incidents shows increasing tolerance and understanding amongst students).</p>