



THE TOWERS

EQUALITY ACT (2010) OBJECTIVES

Ratified by:	Governors
Ownership:	Headmistress, Assistant Headteacher Pastoral\Academic, Senior Teacher
Next Review:	September 2020

The Towers is committed to promoting equality, diversity and community cohesion. The school aims to provide equality and excellence for all in order to promote the highest possible standards and to encourage every pupil to reach their own potential. The Towers strives to foster mutual respect, sensitivity and understanding among all members of its community. Everyone is encouraged to respect the culture of others and to recognise and celebrate the differences between people.

The principles of this policy applies to all Trustees, Governors, staff, pupils, parents and community members.

The Equality Act (2010) brings together under a single legislative framework pre-existing diverse and complex legislation.

Legal Status

This policy has been prepared with reference to:

- Education Act 1996
- Children Act 2004
- The Equality act 2010
- Early Years Foundation Stage 2017

- Prevent Strategy 2015
- Children and Families Act 2014
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)

Related Documents

This document should be read in conjunction with:

- Accessibility Plan
- Special Educational Needs and Disabilities Policy
- Outdoor Education & Off-site educational visits Policy
- Examinations Policy
- Behaviour, Rewards and Sanctions Policy
- Curriculum Policy

Equality Act (2010) and Equality objectives – Information showing the school has complied with the General Duty

Duty	Action Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • The school maintains a racist incident log and such incidents are swiftly dealt with. The school has extended this to cover other forms of prejudice related bullying, including homophobic. • As a result of monitoring we are continuing to take steps to raise educational outcomes for any underachieving group in the school. • All school policies have been recently reviewed and the Equalities Policy complies with the requirements of the Equalities Act 2010.
Advance Equality	<ul style="list-style-type: none"> • The school continues to develop curriculum initiatives to advance equality including visiting speakers for assemblies and lessons, as well as off-site and enrichment activities. • The school regularly participates in promoting diversity themes e.g. Anti-bullying week, and Challenging Homophobic Bullying. Assemblies delivered to whole year groups also ensure that equality is explained and emphasised.
Foster good relations	<ul style="list-style-type: none"> • The school has a well-established Peer Mentoring Scheme, whose role is to support vulnerable students in the lower school. • Staff and pupil wellbeing is prioritised throughout the school. • We have a weekly Wellbeing Club, which pupils can attend.

	<ul style="list-style-type: none"> • Student Voice is a central aspect of our student culture and students are regularly and actively consulted on a range of issues. The School Council regularly addresses issues of equality in its meetings. • The school has a Student Leadership Structure consisting of a Head Girls, Ambassador Prefects, Subject Prefects, House Captains and Form Mentors.
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Publish Evidence of Equality Analysis Undertaken

Policy/Practise Considered	Outline how the policy/practice was evaluated	Outcomes of analysis
Equal opportunities including Race and Disability Discrimination Policy.	Reviewed by Senior Leadership Team and stakeholders including pupils, staff, parents, Trustees and governors.	Policies are regularly updated to comply with the Equality Act 2010. There is a separate "Equality Policy" detailing all procedures and documents.
Behaviour	Pupils are widely consulted through whole school student voice on topics that feed into the Student Council. Questionnaires are regularly completed by parents, pupils and staff.	There is a focus upon consistency, fairness and a clear structure of progression. Pupils know the school's sanctions and understand what the school's expectations are.
Anti-bullying	Pupils and parents are consulted through Student Council.	The policy has a strategic focus upon support, and explicitly addresses all types of bullying. We use restorative approaches. A log is kept of incidents and outcomes.
Special Educational Needs and Disability	This is reviewed by our SENDCo and the Senior Leadership Team.	We have a clear focus in identifying, monitoring and tracking groups of pupils and individuals in order to ensure that our students with SEND receive appropriate support.

Recruitment and Retention	The Senior Leadership Team and Governors review the policy annually.	The school policy is updated as necessary and complies with the Equality Act.
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Publish Details of Engagement Undertaken

Policy/Practise Considered	Outline how the policy/practice was evaluated	Outcomes of analysis
Parents	Regular and On-going meetings for any parent of present students. All issues are addressed. Annual questionnaires are used. Dropin sessions for parents and information slots at Parents' Evenings.	Parents are very satisfied with the school and progress of their children. We will continue to engage closely with parents/carers of pupils.
MASH Team, Yess, Kooth Support	On-going liaison and input to identified pupils in the school.	Effective support for pupils in place.
Pupil Support and Counselling Services	The school provides a wide range of services to all the pupils that include the following:- <ul style="list-style-type: none"> • Form Mentors • Chaplain • The Sisters • Counselling • Youth Worker Support • Referrals ED Psychs, doctors, etc. 	Wide range of support systems in place.

Set and Publish Equality Objectives

Characteristic	Objective	Success Criteria	Dates for Review	Area of Responsibility
Pregnancy and Maternity	To develop a robust policy and practice for managing and supporting teenage mothers	Policy developed and monitored	On going	SLT/MB
Disability	To continue to improve curriculum and pastoral support for pupils with SEN/Disabilities.	SEND and behaviour policies are monitored and reviewed. Training and support for staff on managing specific pupils.	On going Ongoing as needs change	SLT/CB (SENDCo)
Gender	To ensure adequate premises, curricular and extra-curricular Provision for boys.	Junior boys to access all areas successfully.	On going Ongoing	DH/SLT
Race	To ensure expectations of all ethnic groups are equally high.	Attainment for these groups are in line with expectations.	On going	DH
Religion and Belief	To continue to maintain the strong school ethos.	Continue to actively celebrate Towers feast days and raise awareness of other faiths within the RE curriculum. Education and PSHE lessons	Ongoing	HT/Trustees

Sex	To continue to promote gender equality and work to close the attainment gap between boys and girls.	No gender gap.	Ongoing	SENDCO/DHT
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