



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.

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.



Single Equality Plan 2020/21

	Aim	Target Groups	Action	Responsible	Success Criteria
1	Through an effective and targeted Raising Achievement Plan, reduce the gender achievement gap by improving outcomes for boys to historic levels, with particular emphasis on core subjects.	Boys	The Senior Leadership Team and middle leaders will continue to lead a whole school improvement strategy to drive boys' achievement through targeted intervention and support, monitoring through quality assurance systems and engagement with parents.	Assistant Headteacher (Achievement) CfLLs Subject & Curriculum Leaders Teaching Staff	The gap between the achievement of girls and boys will reduce and boys will achieve a positive Progress 8 score in Summer 2021.
2	Maintain the achievement and progress of Pupil Premium students, in particular across English and Mathematics.	Pupil Premium students	The Associate Senior Leader will be responsible for oversight of the Pupil Premium cohort and coordinate the targeted curriculum and intervention support. Promoting excellent attendance, positive attitude to learning and homework, and parental support / engagement will be prioritised. In addition, where relevant Pupil Premium students will be targeted for catch up / recovery intervention and support.	Associate Senior Leader CfLLs / Year 11 Progress Leader Pastoral Support Team Curriculum Leaders for English and Mathematics Pupil Premium Mentor (Mr Blagborough) Careers Coordinator Catch Up Premium Coordinator	The Progress 8 score for the Pupil Premium cohort will be at least -0.05 and above the national non-Pupil Premium cohort for English and Mathematics, and attendance for these students will be a minimum of 95% (excluding Covid-19 related reasons. All Year 11 Pupil Premium students will have clear post-16 plans to prevent the likelihood of NEET.
3	Year 7 students who arrive at school 'below secondary ready' will have gaps in their knowledge / misconceptions addressed to ensure 'secondary readiness' and a full review of the curriculum for students for KS4 with SEN will be completed to ensure they are following curriculum pathways that lead to achievement and success.	SEN students	Intervention Teacher to provide intensive literacy support through individual and small group timetabled lessons to identified SEN students from arrival at the start of Key Stage 3, including targeted intervention teaching for the 'non-secondary ready' cohort in Year 7 and SENDCO to undertake full curriculum review for most vulnerable students at KS4 to ensure the implementation of suitable curriculum pathways, including life skills development and work-related learning.	SENDCO Assistant SENDCO Intervention Teacher Specialist Learning Assistants Teaching Assistants Teachers of English and Mathematics	With the exception of those working significantly below expectations, 'non-secondary ready students' in Year 7 will achieve 'secondary ready' status by the end of Year 7. A small cohort of the most vulnerable students with SEN will be placed on personalised and highly supportive curriculum pathways that will enable them to achieve success (measured using determined curriculum and non-curriculum success criteria), promoting engagement and readiness for life beyond school.



	Aim	Target Groups	Action	Responsible	Success Criteria
4	Continue to foster equality and eliminate discrimination through embedding the school's ethos and promoting British Values.	All Governors, Staff and Students	Through delivery of our SMSC* dimension, RESPECT curriculum and enrichment activities, actively promote and encourage widespread respect of democracy, multicultural society and core British Values. Celebrate and communicate the efforts of our school community in nurturing this ethos. Appoint student RESPECT Champions to support the promotion of the RESPECT agenda and provide peer support to vulnerable students.	Governors SLT Curriculum Leader for RAVE Teachers of RAVE RESPECT Coordinator Form Tutors Student Parliament RESPECT Champions	School ethos and shared values effectively communicated internally and externally. Student Parliament invested in promoting the ethos via their planned activities. Continuation of effective recording and action against any incidents of behaviour which go against these shared values. Student voice activities evidence their understanding and appreciation of the school's ethos and British Values. RESPECT Champions appointed, trained and providing a valued source of peer support to students.

*Social, Moral, Spiritual and Cultural

** RESPECT is the subject title for Personal, Social, Health and Economic Education (PSHEE)