



**Colchester County High School for Girls**  
**Celebrating Commitment to Equality**

**Policy No. A11 Objectives and the Equality Duty**  
**2023-2024**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>SLT RESPONSIBLE</b>	Mrs Dawn Frost Associate Principal
<b>REVIEW</b>	Policy and objectives reviewed annually
<b>POLICY REVIEWED</b>	October 2023
<b>REVIEW DUE</b>	October 2024
<b>APPROVED BY THE GOVERNING BODY</b>	November 2023

## Legal Requirements

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Colchester County High School for Girls seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

### What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or staff by treating them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

## Mission

The mission of this school is to prepare **resilient**, highly motivated and **responsible** leaders, who are able to contribute positively to society and compete in a global economy. We promote **high aspiration** and **personal achievement** through **outstanding teaching** and **learning** and by nurturing good mental and physical **wellbeing**. We are unashamedly **ambitious** for the future success of our students

The aims of our Objective and Equality Duty:

- Provide the highest quality education for able students, to enable them to achieve excellence in public examinations
- Provide a broad, well-balanced and personalised curriculum
- Enable students to cope emotionally, physically and spiritually with the pressures and demands of life
- Challenge and eliminate discrimination, harassment, unconscious bias and victimisation and any other conduct that is prohibited by or under the Equality Act

It is central to the philosophy of this school that our students will:

- Learn in and contribute to, an orderly, disciplined atmosphere
- Develop the capacity for creative, independent thought and problem-solving
- Be able to communicate ideas in English and at least one modern foreign language
- Develop appropriate technological skills
- Understand our economic and political environment
- Become effective citizens who have developed sound judgement, maturity and compassion
- Understand and respect social, moral and spiritual values in a multi-cultural society and take part in cultural activities
- Appreciate and understand the environment
- Become caring individuals who are valued and feel safe and secure
- **Advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not share it**

## **Public Sector Equality Duty and Consultation**

Schools need to ensure that equality issues have been considered and consultation has taken place, with regard to equality duty objectives.

At CCHSG, stakeholders have been involved in the following way:

- Staff were invited to make a contribution to the objectives
- Students were invited to make a contribution to the objectives
- Governors' discussion  
Governors were invited to make a contribution to the objectives.

We do not discriminate on the grounds of:

Age

Disability

Gender

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief (including Anti-Semitism)

Sex

Sexual orientation

Special Educational Needs

Most Able

Looked after Children (LAC) also known as Children Looked After (CLA)

Previously Children Looked After (PLAC)

Travellers

New members of staff or students joining the school

## **Policy statement on Equal Opportunities in Employment**

The Governors' Policy statement on Equal Opportunities in Employment,  
Section 1, 1.1

The school recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create an employment culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends beyond the relationship between, and conduct of, employees and potential employees, to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all and this policy complements other equalities policies within the school. Specifically, this policy should be read in conjunction with the school's Equality and Diversity Policy.

The following key actions enable us to achieve our aims, although we constantly consider equality:

### The Staff

- The Equal Opportunities Policy is available in the Staff Quiet Room.
- HR recruitment guidelines followed, including use of Essex County Council application forms which do not discriminate against age, gender, culture, disability and sickness record.
- Safe-guarding procedures followed, including safer recruitment and DBS checks for all staff and Governors.
- Staff made aware of expectations, in relation to racism, harassment and sexism
- Staff structure, including those with a Teaching and Learning Responsibility, carefully considered to ensure parity in relation to job descriptions
- Staff made aware of professional standards, including use of ICT and social media (Acceptable Use of ICT Policy)
- Advice given on acceptable use of social media and email.
- Disabled access provided

### Parents

- There is an Information Evening for each year group established to provide information for the coming academic year including policies, curriculum, review of trips and visits
- Ensuring a range of quality food at reasonable prices in the canteen
- Uniform readily available with best value and price reviewed regularly. Pre-owned uniform is also available
- Parental Voice meetings organised
- Student Voice meetings organised regularly
- School Calendar published for all parents
- Clear communication including support at Parents Consultation Evenings
- Disabled access provided

## Students

- Disabled access provided
- Most Able are identified and supported by a variety of activities
- Under-achievers identified and supported by a mentoring programme
- Mentoring programme and 1:1 tuition to support students' specific needs
- Pupil Premium students supported and monitored; Pupil Premium statement identifies the impact of the interventions.
- SEND co-ordinator in post who determines the strategic development of the SEND policy in order to raise the achievement of children with SEND.
- Equal access to all courses
- Broad, personalised curriculum including PSHCE
- All religions and cultures accepted and tolerated, all students study Religion and Worldviews
- Awareness of expectation in relation to British Values, SMSC, racism, harassment, Anti-Semitism and sexism
- Student tracking for Key Demographic groups
  - The attainment of different groups of learners (however small) is monitored rigorously e.g., Looked After Children (LAC) also known as Children Looked After (CLA), Gypsy, Roma and Traveller students, learners with SEND, most able, learners with English as an additional language (EAL), learners eligible for FSM or PPG.

Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups.

Procedures are in place to help reduce the difference between outcomes for pastoral groups and those of all learners. These procedures are having a positive impact.

Attendance and Punctuality data as well as exclusion/suspension data is analysed by the Pastoral Team. Where relevant, procedures are in place to reduce differences in outcome.

Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of student mobility on wellbeing as well as attainment.

Intensive support is provided for learners who are achieving well below expected standards.

Supportive arrangements are in place for learners who might face challenges with homework.

The above is not an exhaustive list but examples of our actions.

The school has amended its policies in line with information provided by the legal team at Birkett Long, to ensure we comply with Academy requirements.

We understand that because one person feels certain behaviour or language is acceptable, it does not mean that is the same for others.

The school will continually update and remind all stakeholders of unacceptable comments/actions that could upset one of the minority or identified groups.

### Related Policies

No.	Title
A1	Admissions Policy
A2	Curriculum Statement
AT2	Safeguarding and Child Protection Policy
A3	Child Protection Procedures
A4	Behaviour, Sanctions and Rewards Policy
A5	Anti-Bullying Policy
A6	Exclusions
A7	Supervision of Students Policy
A8	Educational Trips and Visits
A9	SEND Policy
A10	Disability and Accessibility Policy and Plan
A11	Objectives and the Equality Duty
AT4	Health and Safety Policy
AT5	Bereavement Policy
A16a	Relationships and Sex Education Policy
A18	Charging for Connected Activities Policy
22	CCHSG Mental Health and Wellbeing Policy
A42	Attendance Policy
A44	CCHSG E-safety Policy inc AUP Staff (44a) and Students (44b) and Social Media Policy (44C)
A45	Supporting Students with Medical Conditions Policy
46	Gifted and Talented Policy for the Most Able
A47a	Administration of the EFA Bursary Policy
53	Collective Worship Policy Statement
A58	CEIAG Provider Access Policy Statement
59	SMSC Policy

### Objective setting:

The Equality Impact Objectives support our three main aims by:

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, bias, harassment and victimisation
3. Fostering good relations between the different groups listed above

### How we chose our equality objectives:

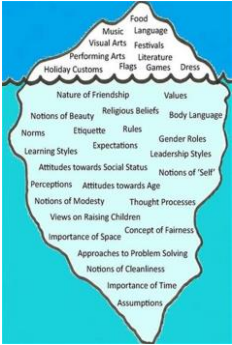
Our equality objective-setting process has involved gathering evidence as follows: from data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age. We have also had dialogue with staff and students.

### Key issues relating to Performance data from FFT Aspire and Level 3 Value Added

Current performance data, August 2022, indicates that all of our Key Demographic groups achieve in line with or beyond level of expectation.

**Chosen Objectives 2023-2024**

<b>Equality Action Plan</b>				
<b>Objectives</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for monitoring?</b>	<b>What is the timeframe?</b>	<b>Success measures</b>
<p>i) To promote supportive and non-discriminatory attitudes amongst school stakeholders in order to raise awareness and encourage understanding.</p>	<p>Designated member of SLT to undertake discussions and surveys with student body and wider community.</p>	<p>Associate Principal (Pastoral Lead) Student Voice.</p> <p>SMSC Co-ordinator</p> <p>Year Leaders</p> <p>Heads of Department</p>	<p>Sept 2023 start – Sept 2024</p>	<p>Greater diversity discussions with Student Voice and wider school community. Student Voice works in conjunction with other Student Groups e.g. Afro Caribbean Society/ Student Diversity group and staff on projects that explore and celebrate Diversity in the Curriculum and Co-curriculum</p> <p>The schools commitment to equality is evident in its strategic development, planning, operations, promotion and self-review</p> <p>Wider student leadership opportunities to support awareness of discrimination and a challenge discriminatory attitudes wherever they arise. This forms part of the Thought for the Week, PSHCE and Assembly programme</p> <p>Develop a whole school display which celebrates international and cultural aspects, encouraging contributions from all.</p> <p>School community is welcoming and protects and respects diverse people. Create an environment that enables</p>

				<p>everyone to feel confident to contribute actively to the school community.</p> <p>Diversity of achievement and experience in all aspects of school life is celebrated</p> <p>Accessibility of communication for parents who may have English as a second language.</p> <p>Calendared cultural and religious events that represent whole school community.</p>
<p>ii)To raise awareness of issues faced by protected groups by challenging unconscious bias and negative stereotyping (including Anti-Semitism) where they arise</p>	<p>Designated member of SLT to undertake discussions and surveys with student body and wider community.</p> <p>Student discussions at Student Voice and with wider community.</p> <p>Feedback from Staff training on unconscious bias and Diversity.</p>	<p>Associate Principal (Pastoral Lead) – Student Voice</p> <p>Student Voice Group Year Leaders Teaching staff</p>	<p>From September 2023 and ongoing</p>	<p>Students are aware of stereotyping and the impact it can have. Students are educated in moving beyond the obvious ( E.T Hall’s Cultural Iceberg). The PSHCE curriculum includes lessons which challenge unconscious bias and negative stereotyping.</p>  <p>Diversity/ Equality Discussions see PSHCE Programme</p> <p>Students are aware of micro-aggressive comments (Student presentation) and feel confident to speak up and</p>



				<p>challenge these within the school community when they see them. Regular reminders are made in assembly and in Form Time.</p> <p>Promotion of understanding of a different culture, language and religion via assemblies and Thought for the Week</p> <p>Ongoing Staff CPD on Unconscious Bias and Diversity in the Curriculum broadens staff understanding of the issue and helps staff in their efficacy in talking and dealing with sensitive issues. Staff continue to adapt the the curriculum to ensure it is diverse and reflect the backgrounds of everyone in our school community.</p>
<p>iii) To further challenge misogyny and all forms of sexism and harassment (Child on Child abuse) in wider society</p>	<p>Whisper Anonymous Reporting System,</p> <p>Discussions Student Voice and Wellbeing Ambassador Meetings</p> <p>School safety survey</p>	<p>Year Leaders</p> <p>Associate Principal (Pastoral Lead) – Student Voice</p> <p>The Student Voice Team</p>	<p>September 2023 and ongoing</p>	<p>Students and staff are empowered to speak out against harassment and sexism.</p> <p>‘Never Acceptable’ Whisper anonymous reporting platform is continued to be promoted and regular reminders given to students.</p> <p>Students report they are confident to report incidents where they arise</p> <p>Assemblies give support to those who would like to speak out.</p> <p>PSHCE programme and wider school offer covers consent, Child on Child abuse, sexism and harassment</p> <p>Liaison with outside agencies and other communities as issues arise</p>

<p>iv) To ensure all students have equal access to the curriculum, which is Inclusive, Diverse and free from limitations of bias, unconscious bias, discrimination and barriers</p>	<p>Staff Diversity Working Party with SLT link</p>	<p>Teaching Staff  Vice Principal – Teaching and Learning  Associate Principal (Curriculum Lead)</p>	<p>October 2022</p>	<p>Teaching staff review their curriculum offer to incorporate the diverse nature of our school community</p> <p>CCHSG continues to close the gaps in attainment and achievement between student and all groups of students especially the Disadvantaged, SEND, EAL and LAC and students from the different cultural or ethnic groups</p> <p>There is full accessibility to learning and participation for students, staff and visitors; barriers are removed where possible to ensure full engagement in school life.</p>
<p>v) To further develop support strategies for increasing student and staff wellbeing and the promotion of positive mental health for the whole community.</p> <p>Systems and support strategies are in place to support students and staff suffering from mental health related difficulties. These should not be a barrier to their participation in school.</p>	<p>Staff Wellbeing group- SENCO KDA</p> <p>Governor wellbeing group</p> <p>Wellbeing Ambassador group feedback.</p>	<p>All Staff/Students and Governors</p> <p>Pastoral Assistants Staff</p>	<p>From October 2023 onwards</p>	<p>Mental Health and Wellbeing are not barrier to success</p> <p>Students and staff feel empowered to speak about their Wellbeing and offer suggestions for activities or strategies to help promote positive mental health.</p> <p>There is a published wellbeing programme for staff and students.</p> <p>WARMS are used to promote and support Wellbeing. YES are used to help support individuals where appropriate.</p> <p>There is a published wellbeing help and support in Weekly bulletin, student cards and in Pastoral offices.</p> <p>Wellbeing Ambassadors are fully trained and support our community. New Wellbeing Ambassador Team recruited and trained in 2023-2024.</p>