



West Kirby
Grammar School

Equality Policy

2024 - 2025

Administration Use:	
Statutory:	Yes
GB Committee:	Leadership & Management 1
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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making	4
8. Equality objectives.....	4
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as the importance of community, high expectations, opportunity, innovation, curiosity and endeavour.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Dr A Owen. They will:

- Meet with the designated member of staff for equality (Mrs K Kimber) every term, 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

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 that 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 Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities and adapt these activities where possible (e.g. encouraging all pupils to be involved in the full range of school societies)

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 R.S., 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, 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 to contribute
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our 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 sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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

8. Equality objectives

Objective 1

Promote awareness and understanding of neurodiversity within the school community.

Why we have chosen this objective:

We recognise the importance of creating an inclusive environment where neurodivergent members of the community are supported in reaching their full potential. By raising awareness, we aim to equip our community with the tools to provide meaningful support and reduce potential barriers to learning and social inclusion.

To achieve this objective we plan to:

Deliver targeted training sessions for staff, students, and parents on neurodiversity, emphasising practical strategies for fostering an inclusive environment. Additionally, we will collaborate with specialists and neurodivergent members of our community to develop resources and ensure that ongoing support is embedded into the school culture.

Progress we are making towards this objective:

Initial consultations with neurodiversity experts have been completed, and a training schedule is in development. We have begun raising awareness through assemblies and have initiated plans for peer support programs to foster understanding among students.

Objective 2

Develop further opportunities to address socio-economic inequalities.

Why we have chosen this objective:

Addressing socio-economic imbalances is key to ensuring that every student has equal access to educational opportunities and support. By focusing on this, we aim to reduce barriers to success for students from disadvantaged backgrounds, fostering a more equitable environment.

To achieve this objective we plan to:

Create and expand initiatives that provide targeted support to students from lower socio-economic backgrounds. This will include developing new partnerships with organisations that can offer work experience, scholarships, and mentoring, as well as strengthening family engagement and support services.

Progress we are making towards this objective:

The Shaping Futures programme has already seen the introduction of additional opportunities for disadvantaged students and we are now looking to widen the impact of this programme.

Objective 3

Close the attendance gap for Pupil Premium students.

Why we have chosen this objective:

Regular attendance is crucial for academic success, and our data indicates that Pupil Premium students have a lower attendance rate compared to their peers. Closing this gap is vital to ensuring that these students can fully benefit from their education.

To achieve this objective we plan to:

Implement targeted interventions such as mentoring, attendance monitoring, and support for families facing barriers to regular school attendance. We will also increase communication with parents and provide additional resources and support, including access to transportation and after-school programs.

Progress we are making towards this objective:

A review of attendance data has been conducted, and key areas of concern have been identified. Mentorship programs for Pupil Premium students are in place, and we have begun trialing family engagement initiatives to address specific challenges.

Objective 4

Ensure all staff and governors involved in recruitment and selection receive training on equal opportunities and non-discrimination.

Why we have chosen this objective:

It is essential that all recruitment processes are fair, transparent, and free from bias. Training staff and governors in equal opportunities ensures that we are compliant with legal requirements and that we foster a diverse workforce that reflects our values.

To achieve this objective we plan to:

Provide mandatory training for all staff and governors involved in recruitment by the beginning of the next academic year. The training will cover legal requirements, unconscious bias, and best practices in non-discriminatory recruitment. We will also implement a system to evaluate the effectiveness of the training.

Progress we are making towards this objective:

Training resources have been identified, and a schedule for sessions is being finalised. Feedback mechanisms are being developed to assess participants' understanding, and a follow-up session will be organized to ensure continued compliance and improvement.:

9. Monitoring arrangements

This document will be reviewed by the Full Governing Body at least every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND Policy