



## How is Todmorden High School complying with the Public Sector Equality Duty 2010, Section 149?

**(1) A public authority must, in the exercise of its functions, have due regard to the need to—**

- (a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

*THS: Our personal development strand explores all of these issues and challenges students to raise their awareness and understanding of individuals and groups who are victims of discrimination or persecution as a result of protected characteristics. Students reflect on a wealth of material and case studies to grow their learning in this area and allow them to become active fair minded citizens who comply with our fundamental British Values and our school core values of ARCH.*

**(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).**

*All staff members be they full time or a member of the governing body for example is monitored for their use of inclusive language and behaviour at all times. Training is given with regard to these aspects in the form of CPD days and after school training sessions.*

**(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

- (a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;**
- (b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;**
- (c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.**

*Our curriculum is fully inclusive and encourages full participation and achievement by all. Staff are charged with critical monitoring of the students in their care to ensure that the vulnerable and disadvantaged are supported in their learning and in their involvement with the wider life of the school. We scrutinise progress and engagement by critical groups and take ameliorative steps where necessary. These intervention strategies are then monitored for impact in strategic meetings. We have an alternative provision on site as well as catch up sessions and a nurture base to support our most at risk students.*



**(4)The steps involved in meeting the needs of all people with protected characteristics that are different from the needs all others.**

### The 9 protected characteristics

#### **Age**

*Our commitment to safer recruitment means that we take care to not discriminate on the grounds of age in regard to use of language, treatment or conditions of service.*

#### **Disability**

*Our school has been improved and enhanced to be DDA compliant for both staff and students. We continue to enhance our site to cater for the needs of those with a specific learning need, so that all can be full participators in the life of our school.*

#### **Gender reassignment**

*We continue to work towards a raised awareness of issues surrounding gender reassignment and equality and take care to not discriminate on the grounds of gender in regard to use of language, treatment or conditions of service including consideration when policy writing.*

#### **Marriage or civil partnership**

*All colleagues regardless of their relationship status are treated equally avoiding discrimination or victimisation in the workplace. Our 'Relationships at Work' policy draws attention to the need for impartiality between members of family groups who work in, or attend, our institution. The policy has been authored to support and guide individuals in the workplace, and promotes equality for all.*

#### **Pregnancy and maternity**

- *Unfavourable treatment: pregnant workers and those on maternity leave are supported in remaining a fully considered colleague, for example, for those on maternity leave we arrange regular 'keep in touch' (KIT) days at mutually convenient times to allow individuals to remain fully conversant with their workplace. We have also made available such aids as remote control devices to allow access to the school site. Our safer recruitment drive ensures impartiality is maintained in the recruitment process.*
- *Victimisation: all allegations or complaints are treated as matters of importance and investigated thoroughly. These are supported by the 'Managing Allegations in the Workplace' policy and the 'Grievance' policy.*

#### **Race**

*Our commitment to safer recruitment means that we take care to not discriminate, directly or indirectly, on the grounds of race in regard to use of language, treatment or conditions of service.*

#### **Religion or belief**

*As a diverse community we are committed to supporting the faith and beliefs of all members of the school body, including those of no belief. Our commitment to safer recruitment means that we take care to not discriminate on the grounds of religion or belief in regard to use of language, treatment or conditions of service. We are working towards a raised awareness with particular regard to carelessness of speech and the hurt that this can unwittingly cause. Robust systems are in place for managing absence requests in relation to religious festivals or commitments.*



## **Sex**

*The Equality Act 2010 protects individuals from prejudice based on their sex. According to the law, you mustn't discriminate against an employee:*

- *Of a particular sex.*
- *That you think may be of the opposite sex (discrimination by perception).*
- *Or that's associated with someone of a specific sex.*

*We continue to work towards a raised awareness of sex equality and take care to not discriminate on the grounds of sex in regard to use of language, treatment or conditions of service including consideration when policy writing.*

## **Sexual orientation**

*We continue to work towards a raised awareness of individuals' sexual orientation and take care to not discriminate on the grounds of this in regard to use of language, treatment or conditions of service including consideration when policy writing.*

*We champion issues surrounding LGBTQ+ and this has been a key focus in recent months. Our rainbow lanyards are worn by many across the school as visual acknowledgement of our pride in our diverse community. Other visual celebrations of LGBTQ+ can be seen across the school.*

## **Additional:**

### **Mental Health and Wellbeing**

*Although not currently a protected characteristic we are acutely aware of the mental health agenda and the impact mental health issues have on many members of our school community. Our wellbeing team comprises both staff and student members and we are working hard towards achieving the Carnegie Mental Health award accreditation. We have also recently adopted a variety of strategies aimed at reducing workplace stress and the achievement of a better work life balance for all, for example an email window (7am-7pm) and an early school closure on Fridays. As a visual acknowledgement of our awareness we have also adopted the green ribbon and lanyard which many of our school community wear. Supporting documents and links to advice are available to all on our website (<http://www.todhigh.co.uk/mental-health-wellbeing/>) and feature regularly in our wider school curriculum.*

### **Carers**

*The school recognises that some members of our community may well have additional caring responsibilities and that these may require sympathetic and empathetic understanding from time to time. School takes a supportive stance in regard to the responsibilities any individual may have, and seeks to alleviate concerns or stress wherever possible within the restrictions of a busy working environment.*

### **Socio-economic backgrounds**

*We are an inclusive community and take care not to champion wealth over other, more important, values as indicated by our school core vision and values.*

### **Summary**

*We have a number of policies in school that support Equality and Diversity across all areas, these are regularly reviewed and updated and ratified at governing body meetings. All policies are available on our website or at request. Policies are designed and written to reflect the school vision: 'Enabling*



individuals to unlock their unique potential' and our values: Ambition, Respect, Care and Honesty. These maxims should inform every individual's conduct.

**(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

- (a) Tackle prejudice, and**
- (b) Promote understanding.**

*For students our personal development strand actively tackles prejudice and ignorance via ARCH days, our assembly programme, our Wellbeing Wednesday programme and other bespoke events. Curriculum areas also study examples of where discrimination and ignorance have hampered the life chances of those with protected characteristics in order to guard against this in our local community moving forward.*

*With regard to our community as a whole we promote mindful consideration of all others in our day to day work, echoing our ARCH school values throughout all stakeholder groups. As part of staff induction, staff are given access to our Equality Policy in which further details around good relations are laid out. We expect that all persons adhere to this policy in their day to day work and beyond.*

**(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.**

*See point 3.*

**(8) A reference to conduct that is prohibited by or under this Act includes a reference to—**

- (a) A breach of an equality clause or rule;**
- (b) A breach of a non-discrimination rule.**

*Infringements of our Equality Objectives would be subject to sanction and intervention in line with Equality Act. Offending persons may well receive education and explanation to allow them to grow their understanding and become more aware of the needs and vulnerabilities of others.*

**Changes to legislation:** Equality Act 2010, Section 149 is up to date with all changes known to be in force on or before 23 October 2019. There are changes that may be brought into force at a future date. Changes that have been made appear in the content and are referenced with annotations. Please reference these objectives against our Equality Policy at; <http://www.todhigh.co.uk/policies/>.

Reviewed by: Melissa Wells

Due for Review: November 2020



## **THS Equality Objectives**

1. Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school community.
2. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.
3. Continue to develop and enhance the inclusivity of the school through targeting students for the Hive, the Key, Ewood and other bespoke strategies.
4. Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
6. Eradicate the incidence of the use of homophobic, sexist and racist language by students in the school.

Reviewed by: Melissa Wells

Due for Review: November 2024