

EQUALITY STATEMENT, OBJECTIVES, & COMPLIANCE WITH THE EQUALITY ACT 2010

September 2020

Agreed by the Full Governing Body Jul 2020 & revisited Sept 2020 and December 2020

EQUALITY STATEMENT

The School is committed to promoting equality of opportunity for all individuals. The School's core ethos is Respect & Aspire. We value the individuality of all our staff, students, governors, parents/carers, visitors, suppliers, contractors, and former staff members.

The School is committed to eliminating discrimination, promoting equality, and celebrating diversity and aims to create an environment in which all individuals are free from discrimination or harassment, and in which all decisions are based on merit.

As a School we aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating, and valuing different backgrounds, lifestyles, and identities.

The School does not discriminate against staff, students, governors, parents/carers, visitors, suppliers or contractors on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or nation origin, religion or belief, sex or sexual orientation (the protected characteristics).

EQUALITY OBJECTIVES 2020-2024

- Review School data on achievement and participation to analyse any areas of under-achievement or disengagement with any protected groups.
- Develop and approve a new Equality Policy that covers all aspects of School life.
- When policies are reviewed, they will be compliance-checked with the Equality Act 2010.
- Track and evaluate the progress and engagement of students in receipt of Pupil Premium.

REPORT ON COMPLIANCE WITH THE EQUALITY ACT 2010

AGS's compliance with The Equality Act is grouped into 3 main areas:

1. Eliminating discrimination and other conduct that is prohibited by the Equality Duty.
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This Report details how AGS complies with the Act in each of those areas

1. Eliminating discrimination and other conduct that is prohibited by the Equality Duty

- The School has a system to review school policies and data to ensure that discrimination is eliminated along with any other conduct that is prohibited by the Equality Act.
- The School's policies related to Equality were presented to the Governing Body in March 2017 (Students). A new Equality Policy for Students and Staff will be presented to the Governors in December 2020. The School has a Staff Code of Conduct and a Behaviour Policy that are clear about expectations of staff and students.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

- The School is non-denominational inclusive of all faiths, and of those who have no faith. The school will provide space for those of any faith (or none) who wish to pray or reflect. For example, the School has a faith group (Enhance) that meets on a weekly basis. Although it is run by Christians, most of the sessions are inter faith and suitable for all.
- A Quiet Room is made available for all students and additional prayer opportunities and support is offered during specific times of year, for example during Ramadan. If timetables allow, Sixth Form students may attend Mosque on Fridays.
- Current data shows that there is no significant difference in academic or non-academic achievement (prizes, awards, leadership roles) between students from different ethnicity groups nor between students with and without special educational needs or pupil premium; however, the School reviews the data regularly and has revised the analysis tools used to check for any variances so that action can be taken if necessary. The data is regularly discussed at SLT meetings and reviewed by the Governing Body.
- Data collected by the school about bullying is analysed. Students and parents are asked for feedback on incidents of bullying. There is no evidence to suggest that the School has significant problems with bullying, but this is kept under constant review. There is a low incidence of behaviour with discriminatory undertones. Where proven these have been dealt with robustly by the school. The revised anti-bullying questionnaire is issued annually to all students. Records of discriminatory behaviour are maintained.
- The annual bullying questionnaire was revised in 2017 to include the different protected characteristics outlined by the Equality Act. This survey is used annually, and the results of the survey are analysed by SLT. Action plans would be developed if required.
- An online anonymous concern form was launched in March 2017 to help students report any inappropriate, discriminatory, or dangerous behaviour. Students use this form to report their concerns, which are always followed up.
- Direct support, advice and guidance is given to students about sexuality and transgender. All staff have received training in gender dysphoria, and we have a group who meet weekly to support students on matters of sexuality and gender.

- The PSHE programme has been rewritten and reintroduced from September 2019. This directly conforms to requirements and covers, amongst other things, 'Living in the Wider World', sexuality and gender.
- A new Personal Development Programme has been introduced for all students from September 2019 which includes opportunity for reflection, learning and discussion on a range of issues.
- The School is aware that most students travel to school by bus which can make it more difficult to engage with after school activities, especially for those who live furthest away in Milton Keynes or Luton. Most clubs therefore run at lunchtimes to enable all students to engage and participate.
- The Action Committee for Equality was formed in 2020 and includes staff and students. It is committed to ensuring the School actively encourages and promotes equality of opportunity for all individuals. Priorities are identified and actions are taken to ensure all students feel a sense of belonging through their participation and success within the AGS community. This includes data analysis, peer mentoring and personal development sessions on equality, diversity and inclusion. A dedicated Equality email address has been set up to encourage members of the AGS wider community, including alumni and parents, to contribute.

3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

- Each House has a designated charity which changes annually and reflects school, local or national needs for example, the EB Society, CALM. Clic Sargent and the Lifeboat Appeal. The latter two charities have been supported following the tragic early death of two of our students. The School aims to respond to major appeals from the DEC – for example, Haiti and the Pakistan Earthquake Appeal.
- Our series of Remembrance Services continues to support the British Legion Poppy Appeal. During the school year, several students request opportunities to raise money for good causes, for example, a head shave in aid of local young homeless people. The Deputy Headteacher aims to collate these and we try to support these where possible. We actively regulate the number of Mufti Days because we know that some of our students find them difficult due to their personal circumstances.
- We have an active partnership with Malosa Secondary School in Malawi. This has expanded in recent years to encompass the whole community of Malosa, and the whole School community. Students visit Malawi biannually with a return exchange hosted in the summer of 2019. We have active partnerships with German, French and Spanish Schools and we have strong links with local special schools. For example, over 50 Sixth Form students volunteer in our two local special schools where their work is really appreciated.
- The PSHE programme, reviewed in September 2019, and the Sixth Form Speakers Programme aim to deliver sessions on a range of issues that relate to equality. For example, mental health, charitable work, disability, diversity, faith, prejudice, homelessness, and sexuality. We aim to invite in Speakers of all backgrounds and experiences to reflect our community.

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