
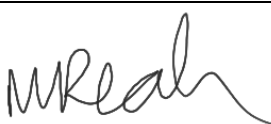




### Equality Information & Objectives

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Authorising Officer Signature	
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Authorising Governor's Signature	
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Target Audience	All Nobel Staff, regardless of race, gender, disability, religion and belief, sexual orientation, pregnancy and maternity, or gender reassignment.
Status	Approved

## 1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 The Nobel School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. In addition to the characteristics protected by the Act, the Nobel School, to ensure equality, pays due regard to the following aspects of diversity:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion, culture and belief;
- Sexual orientation;
- Marital status and civil partnership (for employees);

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information annually – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Every 4 years we must set one or more specific measurable equality objectives that further the aims of the equality duty - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions; and
  - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Statement).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## 2. The Policy

- 2.1 The Nobel School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the School is fulfilling the requirements of the Act.

## 3. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

## 4. Addressing Prejudice Related Incidents

- 4.1 The Nobel School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## 5. Objectives

- 5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the School's current set of overriding objectives.

Objective Group	Objective
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• All students are assessed, monitored and tracked through Arbor.</li> <li>• Under-achievement is identified and appropriate intervention is applied.</li> <li>• Students are able to participate in a full range of extra-curricular opportunities.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>• Students respect one another.</li> <li>• Students feel safe and valued.</li> <li>• Students, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• All students experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• The staff and governing body reflects the diversity of the Nobel School community.</li> <li>• No students (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>• A nominated member of the SLT (Assist Head in charge of KS3/4 Fundamentals &amp; Progress) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

Last Updated: October 2020

- 5.2 The Nobel School will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:
- (a) increasing the extent to which disabled students can participate in the curriculum;
  - (b) improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
  - (c) improving the availability of accessible information to disabled students.
- 5.3 The Nobel School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## **6. Responsibility**

- 6.1 We believe that promoting equality is the whole School's responsibility.
- 6.2 How does the School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The School does this by measures that include:

- (a) for students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and harassment & bullying policy;
- (c) PSHCE, PRE, RSE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support students with special needs or disabilities, and implementing the Nobel School's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of students or staff that have a particular characteristic. Eg Lift passes, PEEPs, special chairs for individual students with particular needs.
- (g) Reviewing data relating to key groups of students (including protected and non-protected characteristics) to ensure fairness of provision and to identify possible cases of indirect discrimination.

<b>School Community</b>	<b>Responsibility</b>
School / Governing Body	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the School in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above, collectively and with specific reference to their areas of individual responsibility. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Support middle leaders and teaching staff in the discharge of their responsibilities
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Staff have an obligation to be an advocate for diversity and equality. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated. Support colleagues within the School community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the School's community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

## **7. The Nobel School's equality objectives**

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on students and staff with particular characteristics, the School has established the following objectives for the period 2022-2024:

- To achieve an overall progress 8 measure of 0.2
- To reduce the progress gap for disadvantaged (P.P) students in the progress 8 measure from -0.95 (SISRA September 22) to -0.5
- To address the underachievement of boys, bringing to progress 8 measure up from -0.24 (SISRA September 22) to -0.1
- To address the disparity in progress between LATs, MATs and HATs so that all three KS2 prior ability groups achieve at least 0.1 in the progress 8 measure (with the whole school target set at 0.2)
- To reduce the underachievement for SEN (k) students in the progress 8 measure, from -0.61 (Sisra September 2022) to -0.5

Each target should also be compared against the national averages for 2022/23. Another measure of success for each target will be whether Nobel achieves greater than the national average in relation to closing each attainment gap.

## **Glossary**

<b>Diversity Characteristic</b>	<b>Definition: The Nobel School treats all individuals equally regardless of:</b>	<b>Applicability</b>
Age	Age or age range	Staff only
Disability	Physical or mental abilities which have a long-term adverse effect on an individual's ability to carry out normal day-to-day activities	Staff and Students
Race	Colour, nationality or ethnicity	Staff and Students
Gender	Sex (male/female), gender reassignment (including transgender, transsexuals and how one identifies themselves)	Staff and Students
Parental status	Pregnancy, maternity or paternity requirements	Staff and Students
Religion	Religious, spiritual or philosophical beliefs including lack of belief	Staff and Students
Sexual orientation	A person's sexual orientation towards the same sex, the opposite sex, or to both sexes	Staff and Students
Marital status	Marriage, civil partnership or relationship status	Staff only
Neurodiversity	Behavioural differences such as those labelled as Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others	Staff and Students
Culture	Language, political beliefs or belonging to a group which has a particular way of life	Staff and Students