

THE ELTON HIGH SCHOOL



SINGLE EQUALITY POLICY

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Person responsible	Jonathan Wilton

SINGLE EQUALITY POLICY

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

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 – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any child)**
- prepare and publish equality objectives

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 and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions 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 use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

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.

In fulfilling our legal obligations, we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Bury Children's Service HR on equality in recruitment, selection and employment
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and for any complaints not resolved internally, use the local authority complaints procedure.

Our Ethos/Mission

Ethos

The priority of the School is teaching, learning and student achievement, within a philosophy which values all students equally, strives to meet the needs of the individual, achieve high standards and fulfil individual student potential. The concept of The Elton Way underpins this ethos, with its core aims of promoting Ambition, Resilience and Kindness across the school culture. The value culture arising from these concepts will be characterised by substantial sharing of values by students and staff as the norm.

Ambition will be expressed through:

- teaching and educational experiences provided, with a focus on maximising the outcomes of all students and supporting them to do their very best.
- commitment to continuous improvement in standards of attainment and the work of the School as a whole, through structured self-evaluation.

Resilience will be expressed through:

- the highest standards of professional practice and professional personal commitment by all staff.
- personal commitment to do one's best and work to fulfil potential.

Kindness will be expressed through:

- consistent adherence to the values promoted by the School, evidenced through action in professional relationships.
- personal responsibility, empathy and respect for others and an awareness of the proper boundaries for social conduct and interaction evidenced through the actions of students.

The ethos of the School is characterised by commitment to:

- maintaining a safe, orderly environment conducive to learning, based on a shared framework of expectations.
- prioritisation of teaching, learning, student achievement and high standards.
- collaborative work between Governors, staff, students and parents.
- raising student self esteem and sense of responsibility.
- high expectations.
- visible recognition for academic excellence, improvement and broader achievement, through praise, formal rewards and the celebration of success.
- student personal guidance, welfare and development of the whole person.
- valuing parents as partners in the learning process.
- involving parents and maintaining positive Home-School relations.
- staff development.
- developing the School as a centre of community activity and reaching out to the community for involvement in the learning process.
- management of education at local level in partnership with the Local Authority and other appropriate organisations.

Mission Statement

The Staff and Governors of The Elton High School are resolved to contribute towards the spiritual, moral, intellectual and physical development of all students by ensuring the provision of an education service founded upon the concepts of quality, care and integrity.

The task of the School is to provide a balanced and broadly based curriculum which:

- a) promotes the spiritual, moral, cultural, intellectual, creative and physical development of students and
- b) prepares students for the opportunities, responsibilities and experiences of adult life.

In order to achieve these aims the School will seek to:

- 1) establish and maintain the highest expectations and standards of achievement for all students.
- 2) value all students equally, providing an equal opportunity for each student to develop his/her abilities to the full.
- 3) create a caring environment where students are known well and there is equality of respect.
- 4) be concerned for the education of the whole person, accept individual differences, and meet individual needs.
- 5) make learning a rich, varied and enjoyable experience, producing self-motivated life-long learners.
- 6) encourage autonomy and effective self management.
- 7) prepare students for responsible citizenship in the local and wider community.
- 8) create a School ethos where achievement is valued and positive attitudes are the norm.
- 9) establish a School that is 'open' in style, thinking in practise and staffed by reflective practitioners.
- 10) ensure the contributions of all are valued, supported and developed.
- 11) maintain a safe, secure, stimulating and well equipped educational environment.

- 12) maintain the highest levels of professional practise in the interest of students of the School.
- 13) ensure successful learning by relating expectations, teaching methods and individual differences.
- 14) ensure that parents, Governors and other colleagues feel part of, and participate in, the education partnership vital in achieving these aims.
- 15) develop in students a sense of corporate responsibility and loyalty to the School.

Addressing Prejudice Related Incidents

This 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 fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system at <https://portal.irisadapt.com>.

Equality Objectives – Updated October 2025

- 1) To ensure that all students (from all social and ethnic backgrounds) are able to make consistently positive progressions across the curriculum.

Why: Our self-evaluation processes show that some students do not make required levels of academic progress.

How: Through a rigorous monitoring, intervention and evaluation system, which tracks rates of progress and provides support for staff to facilitate accelerated progress.

Progress: Improved levels of positive progress from all groups of students across the school.

- 2) To support students in devising an updated whole school Equality Policy, which reinforces and promotes tolerance of race and diversity.

Why: Student Voice indicated that they wish to have a more direct, central role, in the development of equality processes.

How: Through working with external support agencies and leaders within the Student Support Team.

Outcome: Publishing and promoting a new student led Equality Policy that has been written with the students. The policy will be communicated to the whole school community and will be understood and implemented on a positive, practical basis.

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	Supporting the Head as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.

Parents	Taking 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. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking 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. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.