

## Promoting Equalities: Annual report 2019

*The school has sought to promote equalities by celebrating diversity, making central to the curriculum the skills of listening respectfully and valuing the views of others, and working closely with parents and Governors to recognise and reflect cultural and spiritual priorities.*

### **The key principles to which we adhere are:**

- 1 All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist, in addition to avoiding or minimising possible negative impacts of our policies.
6. We consult and involve widely.
7. We intend that our policies and activities should benefit society as a whole.
8. We base our practices on sound evidence.
9. We formulate and publish specific and measurable objectives.

Data is used to identify groups of pupils who are underperforming, and strategies are put in place to address their needs. This covers ethnicity, gender, age and SEN/disability.

No information is collected about the 'Protected Characteristics' identified by the Equality Act – we do not ask parents, pupils or current or prospective employees about such matters as their sexual orientation. However, there have been no reported incidents of bullying, harassment or discrimination against any person in a Protected Group as defined by the 2010 Equality Act.

### **Among the achievements this year have been:**

- Many inclusive experiences to broaden the horizons of all our pupils. Regular events include the residential experiences at Blackhills, Whitby, Barden Bunk Barn and Halton Gill.
- Charitable events, often instigated by the pupils, to provide practical help as well as opportunities to think of others and reflect on local, national and international

events. This included collecting tinned foods for the local foodbank to provide food and for those less fortunate than ourselves..

- Continuing to embed the Spiritual, Moral, Social and Cultural curriculum to include a period of collective worship focusing on controversial and thought provoking themes and discussion points.
- Events to foster community pride have included entering the BD5 Beat the Streets competition, encouraging children to walk around their local area.
- In relation to underperforming groups within school, the key groups that stand out are white British and Eastern European. Pupil premium and a range of strategies have been deployed to raise Presence, Participation and Achievement in these groups.
- The establishment of multi-faith worship sessions. Pupils of all faiths and denominations now gather together to learn about each other's faiths, led by a range of faith leaders.

### ***Composition of the Governing Body***

Currently, the Governing Body is composed of similar proportions of males and females, and there are similarly balanced proportions of white British and Pakistani heritage G