



EQUALITY STATEMENT

Introduction

The Equality Act 2010 (the Act) replaced the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthened the law in important ways, to help tackle discrimination and inequality.

The Equality Duty

A key measure in the Act is the public sector Equality Duty which ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. Tarporley High School and Sixth Form College is a public body.

The Equality Duty is a duty on us and others carrying out public functions. It ensures that we consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to our own employees.

The new Equality Duty supports good decision-making – it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of our activities on different people, and how inclusive public services can support and open up people's opportunities, we are better placed to deliver policies and services that are efficient and effective.

The Equality Duty replaces the three previous public sector equality duties for race, disability and gender. It now covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

The Equality Duty has three aims. It requires us to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct 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.

We need to consciously think about the three aims of the Equality Duty as part of the process of decision-making. The Equality Duty will be one of a number of factors that need to be considered. The weight given to the Equality Duty, compared to the other factors, will depend on how much that function affects discrimination, equality of opportunity and good relations and the extent of any disadvantage that needs to be addressed.

There is no explicit requirement to refer to the Equality Duty in recording the process of consideration but it is good practice to do so. Keeping a record of how decisions were reached will help us to demonstrate that we have considered the aims of the Equality Duty.

Specific Duties

The Equality Duty is supported by specific duties which require us to publish relevant, proportionate information demonstrating our compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.

The specific duties require us to:

publish information to show compliance with the Equality Duty, at least annually; and

set and publish equality objectives, at least every four years.

Published Information

The school has in place the following documents providing evidence of compliance with the Equality Duty:

- Equality and Community Cohesion Policy
- Racial Equality Policy
- Curriculum Policy
- Special Educational Needs Policy
- Sex and Relationships Education Policy
- Accessibility Plan
- Prospectus
- Application forms for prospective employees
- Information pack for prospective employees