



Equality information and objectives policy

Approved by: Pupils and Curriculum

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, Honesty, Respect, Thankfulness, Kindness and Perseverance and Forgiveness.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Adam Kirk. They will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The Headteacher is the designated member of staff for equality and will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years or sooner where policy or should any guidance be received into school that warrants sharing. Training involves recapping the policy and offering updates/answering any questions raised.

The schools Headteacher and equality link governor regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing where appropriate
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racist bullying)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Holding Collective Worship/assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such activities and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak/lead Collective Worship in school, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school residentials and for trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: To promote the spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity.

Why we have chosen this objective: The school curriculum has recently been reviewed. As part of this we have considered ways in which we can be more proactive in relation to diversity and equality, particularly with role models and texts. At the same time wishing to ensure that trips, visits and wider experiences include opportunities to experience more diverse cultures.

To achieve this objective we plan to: continue to look at opportunities to share and embed quality diverse texts and references to role models from a more diverse group of significant people, as well as considering our trips and visits.

Progress we are making towards this objective: our planning reflects more evidence of the study of significant people with protected characteristics and this will continue to grow.

Objective 2: to reduce the incidences of prejudice-based incidents by pupils in school.

Why we have chosen this objective: Whilst we have 'good behaviour' in school, the nature of our very mono-culture area means that we still experience some prejudice based issues in relation to language choice and sometimes interaction.

To achieve this objective: We will include clear teaching about difference using our Jigsaw PSHE programme as a starting point. To educate our children about the impact of prejudice through Newsround and other child suitable resources.

Progress we are making towards this objective: incidents, whilst being taken seriously, are monitored, parents involved and opportunities to educate both children and parents are taken with the aim of widening understanding and seeing a reduction in incidents in and around school/

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: This will best support our safer recruitment practices in school.

To achieve this objective we plan to: ensure all staff and governors have received training in relation to recruitment and non-discrimination/equal opportunities expectations.

Progress we are making towards this objective: Equality training has been provided to governors and staff now.

9. Monitoring arrangements

The headteacher with support from the named equality link governor, will update the equality information we publish annually.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by Pupils and Curriculum Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment