



# Equality information & objective Policy

<b>Approved by:</b>	The LGB		
<b>Responsible department:</b>	Leadership team		
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## Aims

Our school aims to meet its obligations under the public sector equality duty 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 all people within school, whether child or adult, regardless of the following factors: age, race, religion or belief, (dis)ability, sex, gender or sexual orientation, marriage or civil partnership, pregnancy and maternity, who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share these characteristics and people who do not share them.

## 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](#).

## 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

### The equality link governor is Andrea Reeves. They will:

- Meet with the designated members of staff for equality every year, 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The two designated members of staff for equality will:
- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the head teacher in identifying 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.

## 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 expected to heed these responsibilities under the Equality Act, for example during meetings. Where these have been discussed during a meeting it is recorded in the meeting minutes. Equalities is a standing item on staff meeting agendas.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September via Educare Equality and diversity accredited training course. The school has two designated members of staff for monitoring equality issues, and an equality link governor. They liaise as and when required regarding any issues and make senior leaders and governors aware of these as appropriate.

### **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 which are connected to a particular characteristic they have (e.g. black pupils who are being subjected to racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. pupils with disabilities having access to all aspects of school life)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging girls to play football at playtime)

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

- Present and analyse data (eg boys vs girls, Pupil Premium children) 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 racist bullying on CPOMs)

### **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 assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Having, for example, a school council which 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.

### **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:

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

Cuts across any religious holidays

The school keeps a written record (known as an Equality Impact Assessment – Appendix 1) 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 trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

**Equality Objectives 2020-2024**

<b>Objective 1:</b> Undertake an analysis of recruitment data and trends with regard to protected characteristics by July each year, and report on this to the staffing and pay sub-committee of the governing board.	
To achieve this objective we plan to:	Progress we are making towards this objective:
<ul style="list-style-type: none"> <li>• Monitor all recruitment data for the school each academic year.</li> <li>• Ensure that recruitment data is accessed, stored and reported in line with GDPR.</li> </ul>	
<b>Objective 2:</b> Reduce the incidence of the use of homophobic, sexist and racist language by pupils	
To achieve this objective we plan to:	Progress we are making towards this objective:
<ul style="list-style-type: none"> <li>• Promote diversity, tolerance and inclusion across school through the SMSC curriculum, promotion of school values, whole school curriculum and RE lessons. Ensure consistent application of the school's positive behaviour management policy, particularly the rewards and sanctions.</li> <li>• Ensure accurate recording and analysis of all behaviour incidents.</li> <li>• Access training and resources from Stonewall and become a Stonewall champion school. The Stonewall Schools Champion logo will be displayed on the school letterhead and other documents shared with the school community.</li> </ul>	
<b>Objective 3:</b> Actively close gaps in attainment between students and groups of students especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups	
To achieve this objective we plan to:	Progress we are making towards this objective:
<ul style="list-style-type: none"> <li>• Regularly monitor assessment data of <b>all</b> groups through RAG meetings.</li> <li>• Regular SEND reviews between class teachers and SENDco.</li> <li>• PEPs in place for Children who are Looked After and regularly reviewed by named person for CLA (SENDco) and the Virtual School.</li> <li>• The school's Pupil Premium Strategy is in place and monitored by SLT.</li> </ul>	

<b>Objective 4:</b> 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.	
To achieve this objective we plan to:	Progress we are making towards this objective:
<ul style="list-style-type: none"> <li>• All staff and governors to complete the Educare 'Equality and Diversity' course (2018) annually.</li> <li>• All SLT and governors to complete the Educare 'Safer recruitment' course annually.</li> </ul>	

<b>Objective 5:</b> Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information from September 2020, to help address the under-representation of people with disabilities in the school workforce.	
To achieve this objective we plan to:	Progress we are making towards this objective:
<ul style="list-style-type: none"> <li>• All recruitment documentation will display the 'two ticks' symbol, including adverts, application forms and supporting information.</li> <li>• The school letterhead and compliments slip will display the 'two ticks' symbol.</li> <li>• The school prospectus information will display the 'two ticks' symbol.</li> </ul>	

## Appendix 1 - Equality Impact Assessment

Use this document to consider the impact of your plan on groups of people with different characteristics (required to protect under the Equality Act 2010), and document what steps you'll take to address any negative impacts.

### Race

Will the plan have a disproportionate impact related to race?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

### Disability

Will the plan have a disproportionate impact related to disability?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

### Gender (including gender reassignment and pregnancy and maternity)

Will the plan have a disproportionate impact related to gender (including gender reassignment or pregnancy and maternity)?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

### Age

Will the plan have a disproportionate impact related to age?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

**Sexual orientation**

Will the plan have a disproportionate impact related to sexual orientation?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

**Religion or belief**

Will the plan have a disproportionate impact related to religion or belief?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	

**Marriage and civil partnership**

Will the plan have a disproportionate impact related to marriage or civil partnership?	Y	N	Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	