



## Equality Information and Objectives Policy

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<b>Issue Date</b>	September 2023
<b>Agreed by Staff</b>	September 2023
<b>Ratified by Governors</b>	
<b>Signed</b>	
<b>Date</b>	
<b>Monitored by</b>	Headteacher Full Governors
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"Learning together we can reach for the stars"

## 1. 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 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

## 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. 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. The school values support this.

Staff and governors are regularly 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 members receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The headteachers monitor equality issues. They regularly liaise with the Equality Link Governor, regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **4. 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. 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
- 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
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Make use of the school values to promote equality

#### **5. 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
- 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. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **6. 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

## **7. Staff recruitment, retention and development**

- We ensure that policies and procedures should benefit all employees and potential employees, for examples in recruitment and promotion and in continuing professional development:
  - Whether or not they are disabled
  - Whatever their ethnicity, culture, religious affiliation, national origin or national status
  - Whatever their gender and sexual identity, and with full respect for legal rights related to pregnancy and maternity/paternity/adoption leave.

## **8. 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 also the SEND Governor. They will:

- Meet with the designated member of staff for equality annually or sooner if required, 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 head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils and make links with the school values.
- Monitor success in achieving the objectives and report back to governors
- Meet with the Equality Link Governor every year 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 9.

## 9. Equality objectives

Target	Action	How the Impact of the action will be monitored	Responsible persons
To ensure that all pupils make progress including	Monitor and analyse pupil achievement by race, gender and	Analyse assessment data to determine success of planned	Headteacher, SENDCO, SLT

vulnerable groups and individuals	disability (and other relevant vulnerable groups) and act on trends or patterns in the data that require additional interventions and support.	interventions and support	
To ensure that there are opportunities within the school curriculum to address equality issues	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupil participation, confidence and achievement	Subject Leaders
The school environment promotes diversity	Ensure displays throughout the school promote diversity in terms of race, gender, ethnicity and disability. Ensure the school promotes diversity through the range of texts it shares with children	Monitor pupil responses to the environment/texts in pupil surveys	Headteacher
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	Ensure procedures for dealing with such incidents are established and widely understood, and that staff and pupils are clear about their responsibilities. Report incidents to the governing Body and Local Authority	Use data to assess the impact of the school's responses to incidents. For example, have the whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher Governors
To help our children to understand others and value diversity	Ensure that there are opportunities to discuss diversity in the curriculum. Ensure that the values underpinning the	Monitor responses to other pupils through pupil discussion	All Staff

	school's ethos are actively promoted by staff		
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#### **10. Monitoring arrangements**

We monitor the application and effectiveness of this policy, and make adjustments as appropriate.

This document will be approved by the full governing body every 3 years.

#### **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND policy