

Equality Information and Objectives



Approved by:
Governing Body

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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

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 governor responsible for equality will:

- › Be 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 designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the headteacher 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.

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 regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They 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, 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 girls to wear their head coverings).
- › 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 curriculum and extra-curricular activity)

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 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. PP boys writing
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- ›

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 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 visit our school and organising school trips and activities based around the local community
- ›

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 all pupils

The school keeps a record of visits on the Local Authority system (EVOLVE) 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.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender, age, disability and protected characteristics and report on this to the governing board.

We have chosen this objective to ensure we have staff that proportionally represent the community we live in.

To achieve this objective, we plan to remove any identification of the characteristics from the application process and make clear in our adverts that the roles are open to people of all characteristics and disabilities.

Objective 2

Have in place a reasonable adjustment agreement for all staff with conditions and/or disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective as we want to ensure that all staff are valued and supported using our best endeavors so that they can give their full support to our school and its stakeholders

To achieve this objective, we plan to undertake individual risk assessments to ensure any condition and/or disability is identified and supported.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of every academic year.

We have chosen this objective so that we can increase the number of governors and staff trained in recruitment and selection so we can have a greater representation of people on our recruitment team.

To achieve this objective, we plan to include training on equal opportunities alongside our training for safeguarding as an annual requirement for our expanded recruitment team

9. Monitoring arrangements

The headteacher will update the equality information we publish every year.

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

This document will be approved by governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safer Recruitment