



Equality information and objectives

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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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body 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 Performance and Standards Committee has responsibility for equalities at the school. It will:

- Discuss any issues related to equality and how these are being addressed
- Ensure that the members are familiar with all relevant legislation and the contents of this document
- Delegate members to 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
- Monitor success in achieving the objectives and report back to governors
- identify staff training needs

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. 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.

The Performance and Standards committee regularly liaises with senior leaders regarding any issues and makes other 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 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 (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 clubs)

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

- Analyse attainment data to determine strengths and areas for improvement, implement actions in response and make this information available
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- 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 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

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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The risk assessment is completed by the member of staff organising the activity and is stored electronically.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Operations and Staffing sub-committee of the governing board.*

We have chosen this objective in order to help us understand better the make-up of our pool of applicants and to ensure that we are reaching potential applicants of all backgrounds.

To achieve this objective we plan to monitor applications to all staff vacancies using the monitoring information sheets at the back of the application form.

Progress we are making towards this objective: We have begun to collect this information for analysis in January 2020.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2020 in order to meet their needs better and ensure that any disadvantages they experience are addressed.*

We have chosen this objective in order to ensure that the physical environment does not create a barrier to staff working at the school. This includes changes to the physical environment (eg plans for the pavilion).

To achieve this objective we plan to review regularly the Accessibility Plan in order to ensure that the plan reflects the possible needs of staff and other members of the school community.

Progress we are making towards this objective: the Accessibility Plan has been reviewed in 2019 and will be reviewed once the pavilion has been erected.

Objective 3: *Increase the representation of teachers from black and minority ethnic communities over a 4-year period (from January 2020 to January 2024), so that this group increases as a proportion of the teaching workforce.*

We have chosen this objective in order better to reflect the community that we serve.

To achieve this objective we plan to pay careful attention when interviewing for teaching posts and offer roles wherever possible to candidates from BAME backgrounds.

Progress we are making towards this objective: currently the percentage of teachers from a BAME background is 20% and members of SLT is 50%.

9. Monitoring arrangements

The Performance and Standards Committee will update the equality information we publish every year.

This document will be reviewed by the Head Teacher at least every four years.

This document will be approved by the Performance and Standards Committee at least every four years.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Educational Visits