

# Equality information and objectives



**Approved by:** Paul Maylin (Chair of Governors)

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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](#).

## 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, 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 Paul Maylin. He 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 he is 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
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any
- 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. 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 September as part of the annual training update session in the first INSET of every year.

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 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. withdrawing pupils from assemblies with religious features where parents have explicitly requested this)
- Encouraging all pupils 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:

- 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 (e.g. racial abuse)
- 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 (e.g. bullying, racism etc.). 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 (when necessary). 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.

## 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 e.g. ensuring trips and activities can be accessed equally by girls and boys.

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 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:** *Increase the attainment of Girls in Cohorts 2018 and 2020 and Boys in Cohorts 2019 and 2021.*

Why we have chosen this objective: There is no acceptable reason for boys or girls to outperform each other purely based on gender.

To achieve this objective we plan to: Use targeted interventions – run by a new support teacher – in order to focus on girls or boys who have significantly below ARE and/or significantly below the average attainment for their cohort.

Progress we are making towards this objective: We have employed an additional teacher in order to provide additional intervention classes during afternoon lessons.

**Objective 2:** *Raise the profile and awareness of a variety of religions, and promoting a respect for people's different legal beliefs and/or opinions.*

Why we have chosen this objective: The school catchment is predominantly White British and the school recognises its responsibility to educate its pupils in recognizing and respecting other cultures, religions and views – where legal – and to challenge appropriately what is illegal or immoral.

To achieve this objective we plan to: Invite different religious leaders into school for assemblies and begin to organise visits to places of worship. Further develop our provision for providing pupils with support networks and strategies when they are faced with threatening, illegal or immoral beliefs or views.

Progress we are making towards this objective: We have revisited our Rights Respecting statements, begun collaborative cross-phase work on respecting that we are all different and linking Rights Respecting directly into the work of our School Council.

## 9. Monitoring arrangements

The Head Teacher will update the equality information we publish, at least every year.

This document will be reviewed by the designated lead for equality and the governing board at least every 4 years.

This document will be approved by the Standards, Curriculum, Assessment and Behaviour committee.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments (especially school visits)
- Special Educational Needs policy