

Equality information and objectives policy



Policy Number	OJS 1018
Version Number	V3 Based on Model Policy from the Key for School Leaders (Oct 2024)
Policy Owner	Head

Governing Board or Working Group Approval	Last reviewed: Autumn 2024 Approval by FGB
Next Review Date	Autumn 2028
Status and review	Statutory and every four years

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

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

Our school aims to promote respect for difference and diversity in accordance with *our 5C values of co-operation, caring, curiosity, confidence & courage*.

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 equality link governor is *Alison Hunt*. They 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 they are 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 is *James Treen*, who will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every *term* to raise and discuss any issues
- › 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. 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.

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)
- › 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 enrichment activities)

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 – *Analysis of attainment data which includes information on how pupils with different characteristics are performing is carried out by the senior leadership team and shared with governors using reports generated by the DfE. This analysis is available on request.*
- › 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 (e.g. *CPOM reports on racist incidents/homophobic bullying*).

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 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

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

8. Equality objectives

8.1 Improve access to the curriculum and wider provision for pupils with both suspected and diagnosed specific learning disabilities.

Examples of actions:

- Training for all staff in specific learning disabilities such as ADHD and Dyslexia
- Review support available for parents so they understand the school's approach to accommodating these difficulties
- Evaluate resources which may be useful for school or individual pupil support

8.2 Promote positive mental health and well-being for our whole school community, ensuring that all stakeholders know how to access support

Examples of actions:

- Key members of staff to undertake specific leadership training (i.e. Senior Mental Health Leader, Mental Health Training) to support the review of school processes to promote positive mental health amongst the whole community
- Maintain focus on Mental Health at all times including key times of the year (for example, during our 'Well-being week')
- Achieve Well-being Award demonstrating high standards have been achieved
- Provide a clear pathway of support for parents who are concerned about their child's mental health

8.3 To develop professional practice that is consistently good or better promoting good progress and outcomes for ALL children.

Examples of actions:

- *Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.*
- *Advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.*

- *Eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin or religious beliefs.*

- *Recognise and celebrate diversity within our community whilst promoting community cohesion.*

- *Ensure that this policy is applied to all we do.*

- *Ensure that pupils and parents are fully involved in the provision made by the school.*

- *Ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.*

Progress made towards achieving this objective is evidenced in the following ways: questionnaire results; feedback from parents e.g. end of year comments; reports from internal monitoring activities carried out by staff and governors e.g. pupil voice, learning walks, planning, books; reports from external monitoring e.g. SIP and other consultant reviews & reports e.g. safeguarding; data reports; discussions with stakeholders e.g. members of local community, staff, parents and pupils etc.

9. Monitoring arrangements

The governing board & headteacher will update the equality information we publish, *at least every year.*

This policy document will be reviewed by the governing board & Headteacher at least every 4 years.

This policy document will be approved by the governing board & headteacher.

10. Links with other policies

This document links to the following policies:

- › Accessibility Plan
- › Behaviour & Anti-Bullying Policy
- › Suspension & Exclusion Policy
- › *Inclusion Policy*
- › SEND Policy
- › Staff Management Policies