



# 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](#).

## 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 equality link governor will:

- Meet with 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
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the head teacher 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.

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. 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 societies)

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

- Consider 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.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Consider 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 acceptance, 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
- Investing in book resources which promote acceptance and understanding of protected characteristics.

## 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 actively considers our equality duties and asked relevant questions when planning school trips, activities or projects. Any identified equality issues are considered and adaptations made if possible and appropriate.

## 8. Equality objectives 2018-2022

**Objective 1: Provide a program of training for all staff and governors on equality and diversity.**

**Why we have chosen this objective:** In order to better educate our pupils, challenge prejudice and promote accepting attitudes, staff and governors need to gain an understanding of diversity and the protected characteristics.

To achieve this objective we plan to:

- Develop an equalities action plan
- Develop a training program to deliver over the next 3 years.
- Deliver training sessions for staff and governors in relations to specific protected characteristics, appropriate language and terminology and supporting children's understanding.
- Access resources and training from expert organisations such and SRTRC and Stonewall.
- Survey the staff and governors to gain a view of their understanding of and attitudes towards diversity and use this as a tool to inform future training.

Progress we are making towards this objective:

- Staff training session - sexual orientation and Transgender - delivered April 2018

**Objective 2: To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.**

**Why we have chosen this objective:** Pupils in school often have limited experience of a diverse Britain and therefore their understanding of diversity and the protected characteristics can be limited. In order to better place for pupils for their future roles in society we believe exposure to a range of diverse people, though which difference and similarities can be explored, will begin to develop understanding and accepting individuals.

To achieve this objective we plan to:

- Create a 'Rainbow Library'. Books within our current provision that show people with a range of diverse characteristics, family units, and outlooks; to be used in class and accessed by children.
- Use the fictional town of 'Diversityville' to teach children about diversity and the similarities they may have with someone who appears to be different to them.
- Further develop our extended curriculum to include educational visits and visitors into that promote an understanding of and exposure to diversity.
- Survey the children to gain a view of their understanding of and attitudes towards diversity and use this as a tool to inform future planning.

Progress we are making towards this objective:

- Rainbow library concept introduced to staff.
- First wave of Rainbow library books purchased.

- Diversityville display set up and introduced a new family introduced weekly during Summer term A 2018.

## **9. Monitoring arrangements**

The SLT will update the equality information we publish at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment