



'Building a lifelong love of learning in a safe and happy school'

Equality information and objectives

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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 Headteacher and Leadership Team will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All staff 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
- Report any incidents where discrimination has been witnessed to the DSL and report on My Concern
- Use Restorative Principles immediately after an incident where discrimination has been used, so the impact of actions is understood

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 11.

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 annually.

We believe that equality at our school is the responsibility of every member of staff. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating everyone equally and fairly and feeds into our ethos of creating a 'safe and happy school'.

The characteristics that are protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy or maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

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:

- Ensure that all pupils have an equal voice, through daily check-in circles
- Ensuring that we have a broad and balanced curriculum which celebrates diversity and promotes acceptance and understanding of others, thus preparing children for their life as young people and adults
- Ensuring that resources and the school environment reflect the diversity at our school
- Ensuring that teaching meets the needs of all pupils and enables them to reach their full potential
- Ensuring that there are consistently high expectations for all pupils, regardless of age, gender, religion or ethnic background
- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or those who are being subjected to 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)
- Ensure that all members of the school community feel that their voice is heard

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

- Analyse data on My Concern, focusing upon prejudicial incidents
- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Analyse data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Make evidence available identifying improvements for specific groups

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:

- Celebrating diversity within our school
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, 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
- Using Restorative Practice consistently throughout school to ensure children understand the impact of their actions on others, thus enabling them to adapt their behaviour in the future
- Holding assemblies focusing upon our school values and dealing with relevant issues
- Encouraging pupil voice through our School Council and pupil interviews as well as during discussions which take place during Learning
- 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

8. Staff Recruitment and Professional Development

The schools have measures in place to ensure that there is no discrimination in application processes, or with staff development:

- All posts are advertised formally and open to the widest pool of applicants possible
- At least one member of the short-listing and interviewing will be trained with Safer Recruitment and will have read the Equality Policy
- Access to opportunities for professional development is monitored on equality grounds
- All staff are made aware of the Equalities Policy and the Equality objectives

9. Monitoring arrangements

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

This document will be approved by FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Relationship Policy

11. Equality objectives

Equality Objective	What needs to be done?	Who will ensure this is carried out?	How will this be measured?	When will this be reviewed?
1. To monitor attendance of groups to see if any group stands out as having particularly poor attendance.	Half-termly analysis of data of groups. Groups identified and follow-up conversations had if necessary.	Headteacher Admin Assistant	It will be compared against National Data.	Half-termly
2. To ensure the site is accessible for all pupils, staff and visitors.	Health and Safety walk to take place with a focus upon disabled access. Actions taken to make areas more accessible if required.	Site Manager Headteacher Governor Health & Safety Officer Union Rep	All areas are accessible or a suitable and appropriate alternative is implemented.	Termly
3. To ensure that all pupils make progress including groups and individuals.	Monitor and analyse pupil achievement by race, gender, and disability and act on any trends or patterns in the data that require additional support for pupils.	Headteacher Leadership Team	Pupil progress identified in Progress Tracking meetings. Attainment data analysed termly during Leadership meeting.	Termly at Progress Tracking Meetings