



STATUTORY POLICY

Equality Information and Objectives



Policy Revision Date	September 2020
Review Frequency	4 years
Role / Author	A Ryan AHT
Governing Body Committee/HT	Governing Body / FGB
Date of GB Meeting/HT review for approval	19 th October 2020
Due with Clerk to Governors (where applicable)	7 days ahead of meeting
Governing Body/HT Approval Date	19 th October 2020
Status (draft / approved)	Approved
Date Policy Due for next review:	September 2024

Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.



Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Accessibility Policy, Single Equality Policy
Model or Locally Produced	Model
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Not applicable
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	Non compliance with statutory requirements
Are the governors/SLT accountabilities clearly identified	Yes
Are other accountabilities clearly identified	
Are there any particular issues/risks associated with implementation/operation of policy	
How will policy effectiveness be evaluated	Through SIP monitoring and Governor monitoring
How will HT report to governors on effectiveness and when	HT report
When will the policy next be due for renewal (for statutory compliance)	September 2024
Does the policy impact on available resources	No



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 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 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 headteacher

The equality link governor will:

Equality Information and Objectives

- Meet with the designated member of staff for equality every school year and other 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 headteacher 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 headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every school year 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 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. 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:

- 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. 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, 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

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

Why we have chosen this objective: We have a number of staff with long term health issues and who are in remission from serious illness.

To achieve this objective we plan to: Review individual risk assessments and meet with staff for their input and feedback on adjustments they feel may be needed for them.

Progress we are making towards this objective: Risk assessments for all vulnerable staff have been completed.

Objective 2: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: To ensure recruiting staff are aware of the legal requirements

Equality Information and Objectives

To achieve this objective we plan to: Train all staff and governors involved in recruiting taking advice from County as necessary.

Progress we are making towards this objective: Reviewing possible training opportunities.

Objective 3

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: A positive adjustment to our recruitment

To achieve this objective we plan to: Use the two ticks symbol and interview all candidates who meet the minimum requirement in their application

Progress we are making towards this objective: Awareness of the need when advertising – no recruitment as yet this school year.

Objective 4

Ensure all new developments in outdoor learning in the school grounds are accessible for all.

Why we have chosen this objective: A growing number of pupils and parents/carers have a range of accessibility needs.

To achieve this objective we plan to: Consider wheelchair access in improvements and developments of outdoor learning areas.

Progress we are making towards this objective: New community allotment to include accessible raised beds

9. Monitoring arrangements

The Headteacher and Governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by The Senior Leadership Team and Governors 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
- Single Equality Policy