



Equality Information and Objectives

Person(s) Responsible:

Headteacher

Formally adopted by the
Governing Body:

January 2024

Review date:

January 2025

This policy also applies to the Early Years Foundation Stage (EYFS)

This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures

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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](#).

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/carers.
- 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

There is a link governor for equality whose responsibility it is to:

- 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'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
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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 is Sinead O'Mahony and she will:

- Support the headteacher in 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 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 in the spring term 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. allowing Jehoavah's Witness Children access to alternative learning during Christmas celebrations)

- 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/carers to promote knowledge and understanding of different cultures
- We are developing 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

Our curriculum is diverse, challenges negative stereotypes and makes fair representation of the 9 protected characteristics: Age, Disability, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Gender reassignment, Sex and Sexual Orientation.

Why we have chosen this objective:

- We are aware that the curriculum needs to be more diverse

To achieve this objective:

- Subject leaders to analyse their subjects in terms of diversity - making reference to the 9 protected characteristics
- Wider curriculum lead to produce a report about where the gaps exist and how these can be addressed.
- Ensure that equality and diversity issues are specifically addressed through PSHE, RE and RSE teaching.
- Pupil and parent voice to ascertain their views and knowledge of how well the curriculum addresses issues of equality and diversity
- Equality Ambassadors to play an active role in further developing equality and diversity through assemblies, planned whole-school events and pupil voice in parental newsletters

Progress we are making towards this objective:

- Subject leaders have each identified an EDI target for their relevant areas to ensure that it is prioritised in all subject areas and a continued area of focus.
- Assemblies develop pupils' understanding of equality and diversity and make valuable connections to the curriculum to deepen pupils' understanding of significant individuals and events. A range of diverse texts are used to develop pupils' understanding of EDI.
- The PSHE, RE and RSE curriculum provides opportunities within each topic covered for pupils to build on their prior learning and make connections to their learning from previous year groups
- RSE and PSHE links to other areas of the curriculum were identified and a document was created with PSHE Lead and shared with staff to reinforce connections across the curriculum
- Both the humanities and science medium term plans were reviewed and updated so that they included meaningful links to the protected characteristics
- English texts and Reading books ensure pupils have opportunities to develop their understanding of the protected characteristics. Pupil voice has shown that they enjoy the texts and can explain their learning in EDI
- Termly newsletter is shared with parents and carers relating to equality and diversity to raise the awareness of this amongst our parental community

- New books were purchased linked to the protected characteristics for use in PSHE, circle time to address any questions pupils have.
- All pupils completed work on self-acceptance and gender identity and expression using the book 'My Shadow is Pink'

Objective 2

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from January 2021 to January 2025)

Why we have chosen this objective:

- Representation of different ethnicities amongst staff is limited

To achieve this objective we plan to:

- Undertake Equalities act training, take advice from HR about how and where to advertise for roles and engage with training colleges programmes

Progress we are making towards this objective:

- All staff completed training on the Equality Act 2010, the language of equality and unconscious bias
- Half-termly quizzes for staff ensure they are reminded of expectations regarding EDI
- Teachers completed a further training on equality and diversity in the curriculum

Objective 3

By July 2021 95% of staff will feel confident in responding effectively to an incident relating to Prevent as shown by the end of year staff survey.

Why we have chosen this objective:

- We have not undertaken PREVENT training as a staff and there have been issues pertaining to extremism and radicalisation within the school.

To achieve this objective we plan to:

- Ensure that all staff members undertake PREVENT training
- That Safeguarding scenarios pertaining to PREVENT issues are part of the regular cycle of safeguarding scenarios in staff meetings
- Provide training for staff and governors on the Equality Act

Progress we are making towards this objective:

- All staff completed PREVENT training online in 2021

Objective 4

By July 2024, 90% of the staff will feel confident in responding effectively to prejudice-related incidents, as shown by the annual staff survey.

Why we have chosen this objective:

- We must ensure a consistent approach in the way that we deal with prejudice related incidents

To achieve this objective we plan to:

- Ensure that all staff members undertake Equality Act Training
- Ensure that all staff undertake training about anti-bullying and specifically about prejudice based incidents and/or bullying

Progress we are making towards this objective:

- All staff are aware of and confident in applying the behaviour policy and know what to do should a prejudice-related incident occur
- Equality Act training was completed by staff in March 2021 - Another training will be planned to ensure new staff are familiar with their responsibilities under the Equality Act
- Anti-bullying week 2022 focused on prejudice and discrimination and all KS2 pupils were taught the key vocabulary and what to do if they see this happening
- Whole-school events have been planned such as 'Show Racism the Red Card'

9. Monitoring arrangements

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

This document will be reviewed by the governing body and the head teacher annually.

This document will be approved by the governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- RSE Policy
- Online Safety Policy
- Safeguarding Policy