

Equality Policy and Objectives.



Reviewed and approved by:	Governing Body	
Date Adopted	November 2024	
Date for next Review:	November 2025	
Signed by Name Printed:	Chair of Governors Kirsty Bull	Headteacher Jo Hall
Signed:	<i>Kirsty Bull</i>	<i>Jo Hall</i>
Date:	November 2024	November 2024

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.....	3
7. Equality considerations in decision-making.....	4
8. Equality objectives.....	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	6

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
- Meet with the designated member of staff for equality at least once every 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 among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The Senior Leadership Team will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the headteacher in reporting to the Resources Committee at least once every 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.

The headteacher and Senior Leadership Team are responsible for monitoring equality issues, and work with the Resources Committee on the governing body. They regularly liaise regarding any issues and make 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, 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:

- › Produce 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)
- › Produce 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 monitor the participation of certain groups of pupils in our clubs.
- › 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 is looking at recording an Equality Impact Assessment to evidence how we have actively considered our equality duties and asked ourselves relevant questions. This is always considered at the same time as the risk assessment when planning school trips and activities. This consideration would be completed by the member of staff organising the activity and would be stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Increase the understanding of children at the school with regard to discrimination and bullying, and how their behaviour and interaction with others (peers and wider groups/individuals) can be perceived.

We have chosen this objective to fit with our work in implementing positive approaches to behaviour and Restorative Practice. Pupils who face challenges emotionally and socially find it difficult to be kind to their peers and understand respect and tolerance of others – which can result in inappropriate behaviour.

We will work to achieve this through a restorative approach, modelling appropriate language and skills which will support pupils to interact in an appropriate manner. Whole class/school ethos, PSHE lessons and assemblies to reinforce positive behaviour and working together. Explicit teaching and modelling of appropriate attitudes, tolerance and respect.

Objective 2: To remove the barriers to learning for pupils with SEND and enable them to achieve their full potential.

We have chosen this objective as we have a higher than average number of pupils with SEND. Through this objective we will work to ensure all staff are confident with the identification of SEND and how to provide support with first quality teaching and complete the assess, plan, do, review process to meet needs of pupils and acquire evidence to support possible referrals. We want to ensure all children receive quality teaching that meets their individual needs.

We will work to achieve this through careful planning for children with SEND. We will track their attainment and progress. We will create Support Plans and involve parents in their implementation. We will provide SENCO support and training for staff. We will ensure reasonable adjustments are in place for children with SEND and where appropriate, we will work with outside agencies to achieve the best progress for our children.

9. Monitoring arrangements

The Resources Committee of the governing body will update the equality information we publish, at least every year.

This document will be reviewed by the Resources Committee at least every 4 years.