

# Equality Information and Objectives



<b>Approved by:</b>	Colin Phillips	<b>Date:</b> September 2022
<b>Last reviewed on:</b>		
<b>Next review due by:</b>	September 2023	

# Contents

1. Aims .....	
2. Legislation and guidance .....	
3. Roles and responsibilities .....	
4. Eliminating discrimination .....	
5. Advancing equality of opportunity .....	
6. Fostering good relations .....	
7. Equality considerations in decision-making .....	
8. Equality objectives .....	
9. Monitoring arrangements .....	
10. Links with other policies .....	

---

## 1. Aims

Our provision 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 equality link is Sheree Horn. They will:

- › Meet with the designated member of staff for equality every termly, 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 head of provision will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives

The designated member of staff for equality will:

- › Support the head of provision in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the head of provision in identifying any staff training needs, and deliver training as necessary

All school staff expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The provision 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 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 provision has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the provision 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:

- › 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)

## 6. Fostering good relations

The provision 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. 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 trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the provision. All pupils are encouraged to participate in the provision'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 policy ensures it has due regard to equality considerations whenever significant decisions are made.

The provision always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the provision considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The provision 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

Why we have chosen this objective: to show compliance with the relevant legislation

To achieve this objective, we plan to: analyse recruitment data by July

### Objective 2

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

Why we have chosen this objective: to support staff

To achieve this objective we plan to: make reasonable adjustments where necessary, following guidance from health professionals.

## 9. Monitoring arrangements

The head of provision will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by Head of Provision at least every 4 years.

This document will be approved by Head of Provision

## 10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment

