



Equality Policy and Objectives

Approved by: PDBW committee **Date:** Spring 2024

Next review due by: Annually

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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 will:

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

Joanne Jones leads PSHE and inclusion. In this role she will: Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

- › Provide relevant information to the PDBW committee 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 September.

The school has a designated member of staff for monitoring equality issues which will be reviewed termly within the PDBW committee.

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
- › 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 sports via ‘festivals’)

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

- › Publish attainment data each academic year

Analyse data showing how pupils with different characteristics are performing, to determine strengths and areas for improvement, implement actions in response and publish this information

The data will be assessed across our core provisions. This will include, but not be limited to, the following functions: Admissions, Attendance, Attainment, Exclusions, Prejudice related incidents

- › 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

- › 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

8. Equality objectives

We recognise that our school community demographic is largely mono- cultural and, in planning for our curriculum, we have placed utmost importance on the promotion of inclusion and diversity, striving to create an environment where everyone feels welcome.

9. Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these by receiving termly updates.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents to the Headteacher.
Senior Leadership Team	To support the Headteacher as above by providing leadership in the implementation of this policy. Ensure fair treatment and access to services and opportunities. Ensure all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	To help in delivering the right outcomes for pupils. To uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. To design and deliver an inclusive curriculum Ensure that teaching staff are aware of their responsibility to record and report prejudice related incidents.

Non-Teaching Staff	<p>To support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>To uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>To support colleagues within the school community.</p> <p>Ensuring that non-teaching staff are aware of their responsibility to record and report prejudice related incidents.</p>
Parents	<p>To take an active part in identifying barriers for the school community and in informing the governing body or Headteacher of actions that can be taken to eradicate these, eg has a mention in the annual questionnaire.</p> <p>To take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>To support the school to achieve the commitment made to tackling inequality.</p> <p>To uphold the commitment made by the Headteacher regarding how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>To take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

9. Monitoring arrangements

The PDBW committee will update the equality information we publish at least every year.

This document will be reviewed by the Head Teacher and the PDBW committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan