

Equality Policy

Information and Objectives

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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

Our school aims to promote respect for difference and diversity in accordance with our core values, such as: love, courage, community, forgiveness, honesty, determination and respect.

'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.' 1 Corinthians 13.

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

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document

Our headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Attend appropriate equality and diversity training
- Monitor success in achieving the objectives and report back to governors
- Identify 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 9.

4. Eliminating discrimination

Our 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 (Assistant Headteacher), 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, our 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, our 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

Our 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
- Having lessons and 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 our school. For example, our school council (Junior Leadership Team) has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our 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

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

Our 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

The Equality Objectives are published on the school website, including information regarding why those objectives were chosen, what we plan to do to achieve those objectives, and the progress we are making towards achieving those objectives thus far.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year. This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

- ✓ Accessibility plan
- ✓ SEND Policy/Plan
- ✓ Pupil Premium Plan
- ✓ Behaviour Policy
- ✓ RSHE Policy
- ✓ Exclusions Policy
- ✓ All Employment Policies
- ✓ School Improvement Plan