



## **PUBLIC SECTOR EQUALITY DUTY**

### **Equality information and objectives**

**Approved by: Governing Body, March 2020**

**Next to be reviewed: September 2023**

## 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](#).

## 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, and that they are reviewed and updated at least once every four years,
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Christine Booth. She will:

- Meet with the designated member of staff for equality every term as required, 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 amongst staff and pupils,
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor termly as required 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, 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 (people's physical abilities, sexual orientation, gender identity and race),
- Taking steps to meet the particular needs of people who have a particular characteristic (making a prayer room available at lunchtime during winter months for Muslim pupils, running an LGBT+ club at lunchtime),
- Encouraging people who have a particular characteristic to participate fully in any activities (encouraging all pupils to be involved in the full range of school clubs and activities).

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 (incidents of sexuality/gender based and religious/racist bullying).

## 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, 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.
- 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 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
- Is inclusive for disadvantaged pupils

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:** *Undertake an analysis of pupil performance data and trends with regard to race, gender and disability by September, report on this to the governing board and review teaching and learning in light of the outcomes.*

Why we have chosen this objective: To review performance and identify any areas of divergence.

To achieve this objective we plan to: Use SISRA to review performance of pupils in the specific categories outlined above.

Progress we are making towards this objective: To be determined in September.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: To support colleagues in being successful in the workplace, with reasonable adjustments as necessary.

To achieve this objective we plan to: Review the reasonable adjustments currently in place.

Progress we are making towards this objective: Reasonable adjustments are already in place for a number of colleagues.

**Objective 3:** *Increase the representation of governors from local black and minority ethnic communities over a 4-year period (from September 2020), so that this group increases to a minimum of 10% of the school's governing body.*

Why we have chosen this objective: To ensure that the governing body reflects the profile of the school cohort.

To achieve this objective we plan to: Encourage applications as parent governors from the full range of pupil characteristics, and to use co-opting powers as necessary.

Progress we are making towards this objective: Currently representation is around 5%.

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, section 5, at least every year.

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

This document will be approved the governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment