

EQUALITY INFORMATION AND OBJECTIVES POLICY



Owned and Written by	JOANNE TRAVI HEADTEACHER	Date AUTUMN 2022
Approved by	FULL GOVERNING BODY	Date 28/11/22
Date for Review	Equality part – Autumn 2025 Objectives part – 2025	
This policy reflects the General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.		

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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 Greg Logan. He will:

- Meet with the designated member of staff for equality **every term (three times a 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 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 every **every term (three times a 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 year.

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 (e.g. pupils with disabilities)
- 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:

- Under a freedom of information (FoI) request have academic data 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 Under a FoI request have 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 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 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: 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: Due to an ever changing workforce there is a need for all staff to be aware of the disabilities of our staff. New guidance from the DfE with regard to well-being/mental health of staff and children

To achieve this objective we plan to: Under the recruitment process – identify any needs that a staff member may have and how to support their needs. As part of the induction programme – check that needs are being met and supported. What training is provided to all staff and children around well-being/mental health; how to deliver lessons in school that support all members of the school community; development of support from external agencies

Progress we are making towards this objective:

Objective 2: Provide training for all staff and governors on equality and diversity

Why we have chosen this objective: To ensure that all staff are trained and updated on a regular basis and are fully aware of their duties

To achieve this objective we plan to: Ensure that it is part of the induction programme; staff meeting training for all staff who work in school

Progress we are making towards this objective:

Objective 3: Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.

Why we have chosen this objective: Provision and support for children with EAL has been recently overhauled and is part of the SDP.

To achieve this objective we plan to: The following is being investigated further and main plans show the how for Assess – Plan – Do - Review

Progress we are making towards this objective:

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the governing body

10. Accessibility Plan

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our aims and objectives is to increase the extent to which disabled pupils can participate in the curriculum. To improve the physical environment of the school to enable disabled pupils to take better advantage of education and to improve the availability of accessible written information.

Our plan has been drawn upon based on the needs of the school and the school site, in conjunction with parents, staff and governors.

This policy is available on line on the school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Target	Strategies	Timescales	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff and governors are aware of access issues (access to and access from) • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school required • Remind parents and carers through newsletters to let us know if they have access issues • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and revised if someone at school becomes physically impaired 	As required	<ul style="list-style-type: none"> • SEND Objectives are in place • Pupils, Staff and Governors are confident that their needs are met • Continuously monitored • Full access to school • PEEPS are prepared and reviewed
Maintain safety for visually impaired people	Identify requirements	As required	Inclusivity
Ensure there are enough Fire Exits that are suitable for people with disability	Ensure staff are aware of the need to keep fire exits clear	Daily	<ul style="list-style-type: none"> • Confidence that all fire exits are clear and maintained • Staff undertake annual fire training
Accessible car parking	Disabled bays clearly marked	Ongoing	Staff and visitors have suitable parking
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible 	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Review PE Curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sport	Ongoing	All pupils have access to PE
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss support with staff who run clubs	As required	Disabled children feel able to participate equally

Ensure support staff have training required to include pupils	Identify training needs	Ongoing	Confidence of support staff
Ensure disabled children can move around school	Make sure corridors/areas are clear of obstructions	Ongoing	Confidence of pupil