

## Equality Information, Equality Duty and Equality Objectives

### Aims

Our school aims to meet its obligations under the Public Sector Equality Duty - which replaced the three separate duties on race, disability and gender - by having due regard to the need to:

- **Eliminate discrimination** and any other conduct 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.

School aims to provide equality and excellence for all, in order to promote the highest possible standards. The principles of this policy apply to all members of the school community – pupils, staff, parents, governors, and community members.

The overall aim is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people of in all its activities. The school will endeavour to create a community where pupils are well prepared for life in a diverse society.

### Legislation and Guidance

This document links to the following legislation:

[The Equality Act 2010](#) introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) requires schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

[The Equality Act 2010 and schools](#) which is based on DfE guidance

### 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 four years
- Delegate the 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

**All staff will:**

- Have regard to this document and work to achieve the objectives

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children
- We observe good equalities practice in staff recruitment, retention and development.

**Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age (adults)
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Equality Act 2010 protects people from discrimination on the basis of these protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

In addition, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)

- Disadvantaged Pupils (Pupil Premium)
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups

Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. In terms of disability, schools must take reasonable steps to provide any necessary auxiliary aids and services.

Decision makers in schools are aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.

School considers equality implications when developing policies and establishing curriculum delivery and keeps all aspects under review on a continuing basis.

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidelines.

### **Curriculum, Teaching and Learning**

All pupils have access to the mainstream curriculum in accordance with DfE guidelines. Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review. Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning. Staff challenge stereotypes and foster pupils’ critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils’ starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. As part of the curriculum children are taught about the UN Convention of Children’s Rights.

Extra-curricular activities and special events cater for the interests, talents and capabilities of all pupils.

Teaching, learning and curriculum development are monitored to ensure high expectations of pupils from all groups.

## **EQUALITY DUTIES**

### **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 and new staff receive training as part of their induction

### **Advancing Equality of Opportunity**

As set out in the DfE guidance, the school aims to do this by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have

- 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

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

- Analyse attainment data each academic year to show how pupils with different characteristics are performing

- Determine strengths and areas for improvement, implement actions and evaluate the impact of improvement for specific groups

- Share information about any new initiatives taken, or policies developed, to promote equality for particular groups

### **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 education as well

as through activities in other curriculum areas. It also includes aspects of Collective Worship and our work linked to Rights Respecting Schools underpins this aspect.

In fulfilling this aspect of the duty the school will:

Hold assemblies that deal with relevant issues where pupils are encouraged to take an active part and we also invite external speakers to contribute.

Work with our local community which includes inviting people into school and also organising school trips and activities based around the local community.

Encourage and implement initiatives that involve pupils from different groups within school. Eg Our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds.

Encourage all pupils to participate in schools activities - we offer a wide range of 'opportunities for all'

Develop links with people and groups who have specialist knowledge about particular characteristics which can help inform our approach

### **Equality Objectives**

These objectives have been selected based on our individual school circumstances and will contribute to the welfare of our pupils and the school community. They will be used as a tool to help improve the school experience of a range of different pupils.

- Review, analyse and work actively to close the gaps in attainment and achievement between pupils and all groups of pupils; especially pupil premium pupils, looked after pupils and pupils with special educational needs and disabilities
- Teach all pupils to take responsibility for their actions and ensure this is central to our Right Respecting School ethos
- Monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school
- Promote cultural development and understanding through a rich range of experiences both in and beyond the school