



Equality Policy 2024 - 2025

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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](#).

Equality Act

The Equality Act brings together under one Act all of the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race

- Religion and belief
- Sex
- Sexual orientation
- Marriage

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011.

This states that in carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

In addition, the duty requires schools to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish their objectives at least once every 4 years.

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

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

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 extra-curricular activities)

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

- › Produce and publish a report annually on the evidence and actions undertaken to deliver against the equality policy aims and the published objectives

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 members of local faith groups to speak with pupils, and organising school trips and activities based around the local community
- › If required, encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school leadership teams all have representatives from different year groups and are 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

8. Equality objectives

Objective 1

To improve our children's knowledge and understanding of the diverse community we live in to promote acceptance and equality for all.

Objective 2

To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite of their gender, race or disability.

Objective 3

Ensure all children have equal access to all aspects of the curriculum and that all groups are making good progress.

Objective 4

Ensure equality of opportunity at after school clubs and all enrichment activities as detailed in the 5E Enrichment Calendar.

Objective 5

To raise children's awareness of diversity globally through development of the curriculum.

How have these objectives been chosen?

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking and assessments
- Reports of any incidents (including behaviour records and exclusion record)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- IDSR/ ASP/ FFT data
- Child Protection, Child In Need and vulnerable children information

It has also included gaining information from the following sources:

- Parents – through meetings, review meetings Pupils through circle time, SEAL, School Council, questionnaires, talking to them etc
- External agencies – school nurse, social care, speech & language therapists, occupational health, EP and other medical professionals
- Staff, Governing Body and Local Authority

Any information gained has been analysed in order to choose objectives that will fulfil our legal obligation to:

- 1) Promote equality of opportunity for members of identified groups
- 2) Eliminate unlawful discrimination, harassment and victimisation.
- 3) Foster good relations between different groups in terms of → Ethnicity → Religion or belief → Socio-economic background → Gender and gender identity → Disability → Sexual orientation

A short description of what is going to be done to achieve each objective.

We will:

- Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities
- report performance and attendance of groups at least termly to the Governing Board
- look for opportunities to recruit governors, staff and volunteers from different nationalities and cultural backgrounds.
- carefully track attendance in all extra-curricular and enrichment activities and ensure equality of access for all vulnerable groups

9. Monitoring arrangements

The headteacher will update the equality information we publish, every year.

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

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality Objectives