Equality 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

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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Academy Council 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 equalities link councilor is TBC. They will:

- Meet with the headteacher every term, 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
- Report to the Local Academy Council with progress against objectives

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 councilors
- 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 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 councilors 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.

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 through monitoring and reporting on the school's PSHE/Relationships Education scheme of work each year.

- Taking steps to meet the particular needs of people (pupils and employees) 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:

- Analyse pupil data referenced to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available to identify possible improvements needed for specific groups (e.g. incidents of homophobic bullying or racist incidents)
- Publish 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

8. Equality objectives

Objective 1 – Eliminating Discrimination (Behaviour)

To address prejudice and prejudice-related bullying

Why we have chosen this objective: The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

To achieve this objective we plan to: educate through our PSHE curriculum and assemblies, identify undesirable behaviour and address according to our behaviour policy, support the victims of any discrimination, work with families of victims and perpetrators; follow our Restorative Approach procedures to support all involved in conflict with empathy.

Progress we are making towards this objective:

incidences are recorded on Bromcom and our behaviour policy is robust and followed consistently.

Objective 2 – Eliminating Discrimination (Curriculum)

To recognise and respect differences. Why we have chosen this objective: To ensure we provide and deliver a curriculum that is broad, balanced and representative of the families in our community and the world in which they live.

To achieve this objective we plan to: review every aspect of our curriculum to ensure that teaching and learning reflects our community and celebrates diversity throughout.

Progress we are making towards this objective: We use pupil and parent voice to support refinement of the curriculum, working closely with our community to ensure we have meaningful evaluation of our curriculum provision

Objective 3 – Advancing Equality of Opportunity (Pupil achievement)

To ensure every child can access the curriculum with success and achievement.

Why we have chosen this objective: We see all learners, parents and carers of equal value:

● whether or not they are disabled

● whatever their ethnicity, culture, national origin or national status

● whatever their gender and gender identity

● whatever their religious or non-religious affiliation or faith background

● whatever their sexual identity.

To achieve this objective we plan to: ensure all staff are trained in adaptive teaching strategies, monitor the effectiveness of their use across the school, monitor and evaluate the outcomes produced by different groups of children in all year groups (including those with SEN and other disadvantages), using data to track the progress of all children. Progress we are making towards this objective: Pupils with additional needs are quickly identified and are supported to study the same curriculum as their classmates

Objective 4 – Fostering Good Relations

To foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Why we have chosen this objective: We intend that our policies, procedures and activities should promote:

● positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

● positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

● mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

To achieve this objective we plan to:

● Work closely with all parents to identify how to support their children at home and have the resources to be able to do this.

● Develop positive relationships with our families, through our home visit program and develop open communication with all members of the school community.

● Work in partnership with parents, carers and guardians and the wider community, to develop care, guidance and support for all of our community. Progress we are making towards this objective: there is a strong sense of community; parents and carers feel involved in school life. This can be built on to ensure that every family feels included.

9. Monitoring arrangements

The headteacher along with the Local Academy Council will update the equality information and definitions described in sections 4 to 7 above every year.

This document including its objectives will be reviewed by the Local Academy Council every 4 years.

This document will be approved by the Trust Board.

10. Links with other policies

This document links to the following policies:

Accessibility plan