

Policy for Equality

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](#).

Protected characteristics

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

3. Roles and responsibilities

The governing board will:

- Ensure that the school complies with all aspects of the Equality Act 2010
- 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher and senior leaders will:

- Ensure that the school complies with all aspects of the Equality Act 2010
- Promote knowledge and understanding of the equality objectives among staff, pupils and parents
- Monitor success in achieving the objectives and report back to governors
- Ensure the policy and objectives are embedded into the culture of the school
- Ensure all incidents of racism, bullying and other inappropriate behaviour is recorded and dealt with swiftly and in line with advice from outside agencies where appropriate

- Ensure that equality of opportunity for all is addressed within the curriculum, enrichment activities and all school documents
- Provide guidance, support and training for staff and pupils

The staff will:

- Act as positive role models promoting equality throughout the school community
- Report and deal with incidents of discrimination, reporting it to senior leaders
- Maintain the ethos of the school, promoting respect and tolerance for all
- Challenge all inappropriate behaviour, bias and stereotyping
- Attend appropriate equality and diversity training
- have regard to this document and to work to achieve the objectives as set out in section 8.

The designated member of staff for equality is the Inclusion Manager and they will:

- Support the headteacher and senior leaders in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher and senior leaders in identifying any staff training needs, and deliver training as necessary

Pupils will:

- Learn about equality within curriculum lessons, including through our Citizenship days
- Treat fellow pupils and staff with respect, following our Golden Rules
- Challenge any inappropriate behaviour they see by reporting it to staff
- Contribute to the curriculum and enrichment activities through sharing their experiences and culture

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, (including the short quiz) and all staff participate in receive refresher training
- The school has a designated member of staff for monitoring equality issues, and any issues are shared with senior leaders and governors.

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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to pray)
- 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 attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist incidents or homophobic 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, Relationships and Health Education (RHE) 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 (JLT Junior Leadership Team) has representatives from different year groups and is formed of pupils from a range of backgrounds (for example SEND, PP groups). 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
- Using staff lived experiences to understand diversity and tolerance within our own school community

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

Improve provision for pupils for whom English is an additional language, particularly new arrivals at an early stage of English acquisition

Why we have chosen this objective: due to the increase in newly arrived pupils we have enhanced our provision to meet the needs of pupils with EAL.

To achieve this objective we plan to: review current provision, develop further resources and assess pupils to plan to meet their needs.

Objective 2

Provide training for 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 it is part of our induction programme, and plan in staff meeting INSETs to update all staff

Objective 3

Monitor attendance at clubs to ensure that all groups are represented

Why we have chosen this objective: to ensure that our enrichment program is accessible to all groups of pupils across the school

To achieve this objective: monitor range of clubs offered by staff, monitor attendance, analyse and feedback to staff and governors

Objective 4

To ensure there is a diverse range of curriculum experiences which help to enhance the pupils' understanding of equality through visits, visiting speakers (cultural capital)

Why we have chosen this objective: to ensure there is breadth within our enrichment curriculum widening their life experience

To achieve this objective we will: plan and monitor events to ensure there is breadth

9. Monitoring arrangements

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

This document will be reviewed by the Inclusion Manager and Headteacher annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Curriculum policies including below:
- SEND policy
- EAL policy
- New arrivals policy
- PSHE policy
- RHE policy
- RE policy

This policy will be monitored and reviewed by the Governing Body on an annual basis.

Policy updated: March 2022

Staff responsible: Jo Adams

This policy was ratified by the Governing body/Local Authority on: 29th March 2022

Signed on behalf of the Governing Body: _____(signature)

_____(printed)