



# Equality information and objectives



**Approved by:** Aymeline Bel **Date:** May 2022

**Last reviewed on:** May 2022

**Next review due by:** May 2026

## 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 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

As a school we:

- › Ensure that staff receive a copy of this policy as part of their induction
- › Ensure that in the event of any incident in school relating to discrimination, harassment and victimization, that procedures are followed and incidents are recorded and dealt with through the appropriate channels
- › Monitor and report such incidents to the governing body

- › Support students and families who encounter harassment in the community
- › Explore opportunities throughout the curriculum to promote anti-racism and inclusion, eg: visits to community organizations, places of religious worship and use of the media.
- › Purchase and review resources, such as books, posters, and ICT software to ensure they are inclusive
- › Ensure our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors

## 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 or staff with disabilities, or gay pupils or staff who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils or staff to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities

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

- › Publish attainment data each academic year showing how pupils with different characteristics are performing and use this data to improve the ways in which we provide support to individuals and groups of students
- › Promote an inclusive curriculum that reflects the needs of all the students
- › Make reasonable provision for students and staff to authorize absence for religious observation
- › Where possible, consider positive action in our recruitment to ensure our staff group reflects the cultural diversity of our community as well as meets the challenges of our most vulnerable students
- › Facilitate access to the school for vulnerable parents, (such as those with learning difficulties or mental health issues), through the use of the Family Support Worker, translators, and representatives from outside agencies.
- › Welcoming and respecting parents into the school seeking their views and involvement

## 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 learning about different religions and cultures through RE weeks and celebration weeks. The PSHE curriculum, RSE curriculum and the Preparing for Adulthood curriculum also support promoting tolerance, friendship and understanding of others.
- › Holding weekly assemblies which include topics such as British Values, friendship, and religious celebrations
- › Working with our local community and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives for different groups of students to interact with one another, for example through the school council or through afternoon clubs

## 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 or medical needs
- › Has equivalent facilities for boys and girls

## **8. Equality objectives**

### **Objective 1**

To establish a curriculum which addresses the core deficits of autistic students with learning difficulties, but also ensures progression and challenges.

### **Objective 2**

Ensure that parental representation on the governing body reflects the ethnic, cultural and religious diversity in the school.

### **Objective 3**

Ensure that staff in roles throughout the school reflect the ethnic, cultural, religious and any other diversity of the student body.

## **9. Monitoring arrangements**

The head teacher will update the equality information we publish annually.

This document will be reviewed by the head teacher least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- › Accessibility plan
- › Disability-Equality Scheme (Trust Policy)