

Equality Information and Objectives

DRAFT

Approved by:	
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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:

- o Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- o Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- o Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as: Aspiration, Resilience, Kindness.

- o Legislation and Guidance

This document meets the requirements under the following legislation:

- o [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- o [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](#).

Information on students by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. To ensure that all students are protected from discrimination, the school collects information on protected characteristics. Information on other groups of students in addition to students with protected characteristics, we gather further information on the following groups of students:

- Students eligible for Free School Meals (FSM)
- Students with Special Educational Needs (SEN)
- Students eligible for Pupil Premium
- Students with English as an Additional Language (EAL)
- Race/Ethnicity

- Young carers
- Looked after children (LAC)
- Other vulnerable groups

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for students within any of the above different groups is removed, or at least remains less than the gap nationally.

3. Roles and Responsibilities

The governing board will:

- o 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
- o 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
- o Delegate responsibility for the daily monitoring of achieving the objectives to the headteacher
- o Ensure they are familiar with all relevant legislation and the contents of this document
- o Attend appropriate equality and diversity training

The headteacher will:

- o Promote knowledge and understanding of the equality objectives among staff and pupils
- o 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.

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

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our inclusion policy ensures that all children feel safe in school and addresses prejudicial bullying
- Reporting, responding to and monitoring all discrimination, racism and bullying incidents
- Regularly monitoring the curriculum to ensure that it meets the needs of our students and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure our young people reach their potential and all students are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary

- Ensuring that all students have access to extra-curricular provision

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:

- o 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)
- o Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- o 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:

- o Publish attainment data each academic year showing how pupils with different characteristics are performing
- o Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- o Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- o Publish further data about any issues associated with protected characteristics, identifying any issues that 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:

- o 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
- o 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
- o 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
- o 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
- o We have developed links with people and groups who have specialist knowledge about protected 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:

- o Cuts across any religious holidays
- o Is accessible to pupils with disabilities
- o Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

Objective 1

To eliminate any discrimination, racism and bullying. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

Why we have chosen this objective:

As a school we have a broad range of ethnic cultural and SEND diversity within the school population and historically, there have been significant weaknesses in safeguarding. It is vital that our families and students are represented as much as possible and students of all backgrounds, abilities and beliefs feel safe in school.

To achieve this we plan to:

- Implement a personal development programme, delivered throughout the curriculum, which celebrates the diversity of our school community as a strength.
- Implement robust systems which record any incidents of discrimination, racism and bullying and ensures that reeducation and adequate sanctions are effective.
- Provide training for all staff on how to challenge discrimination, racism and bullying effectively.

Progress we are making towards this objective:

Discrimination, racism and bullying are being record effectively on our MiS system and education packs have been implemented to improve student understanding of the impact of discrimination, racism and bullying.

Objective 2

Diminish the achievement and attendance differences of disadvantaged students

Why we have chosen this objective:

Our school community is made up of a significant number of of pupil premium students and historically, they have struggled with attendance and achievement. Therefore, we want to address this issue to ensure that their attendance and achievement is inline with their peers.

To achieve this objective we plan to:

- Ensure all students have access to high quality teaching and learning.
- Provide targeted support for disadvantaged students.
- Build strong relationships with students and families, based on trust and respect.

Progress we are making towards this objective:

A training programme which focuses on positive relationships has been implemented.

Disadvantaged students have been identified and targeted support has been implemented.

Objective 3

To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum. This includes providing students from all backgrounds, for example (but not exclusively);

- Learners with special educational needs
- Learners with a disability
- High prior attaining learners
- Learners who are at risk of disaffection or exclusion
- Learners who are supported by Pupil Premium funding.

Why we have chosen this objective:

Our school serves a diverse range of learners who have been historically disadvantaged by ineffective teaching and learning and a centralised curriculum. Therefore, we want to focus on ensuring that our curriculum meets the needs of all learners and enables them to flourish.

To achieve this objective we plan to:

- Ensure that the context of our learners is a regular feature of staff training.
- Improve staff knowledge of strategies to meet the needs of our learners.
- Implement an inspiring curriculum which celebrates our unique community

Progress we are making towards this objective:

A full training programme has been implemented.

A thematic curriculum has been implemented.

9. Monitoring arrangements

The Headteacher or designated member of SLT will update the equality information we publish at least every year.

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

This document will be approved by the FGB.

10. Links with other policies

This document links to the following policies:

[EKC Schools Trust Equality Objectives 2021-25](#)

- EKCSS Accessibility plan
- EKCSS Inclusion Policy