



# Equality Information and Objectives Policy

**Approved by:** FGB

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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](#).

### 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, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality and other relevant staff members three times per year, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link governor three times per year to raise and discuss any
- Support the headteacher in identifying 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 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

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

- Analyse available data to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## 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 (PSCHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 students with disabilities
- 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:** *Continue to publicize and promote relevant awareness days as opportunities for widening knowledge and understanding of particular groups*

Why we have chosen this objective: This practice is already embedded within the school and can therefore be widened effectively

To achieve this objective we plan to: Utilise our tutor time and assembly schedules

Progress we are making towards this objective: ***The school has moved the main daily tutor time to be in the morning to ensure that due regard is given to topics of study. The school has a developing calendar of awareness days which include national and international foci. Decisions are made collaboratively around which days require a higher level of 'teaching' and which require promotion. Morning Tutor Time sessions allow for delivery of knowledge and opportunities for discussion and questioning. Our assembly schedule is themed and allows for further knowledge to be disseminated. The school public screens allow for the promotion of other awareness days and celebrations. There is an acknowledgement that a wider variety of religious holidays and observances should be included and this is expected to be developed this academic year. The Change Group have planned one session so far this year for whole school delivery.***

***Objective 2:*** Use of restorative practice methods to support victims of abuse, whether direct or indirect, across the school community.

Why we have chosen this objective: Link with Restorative Practice Plan. Seeking to educate individuals on the harm they cause.

To achieve this objective we plan to: Monitor incidents of abuse targeted at particular groups

Progress we are making towards this objective: ***The use of restorative practice approaches is embedded as part of our behaviour policy. Further progress needs to be made to ensure that new colleagues in post have accessed wider training, particularly for an RP conference model. A further development point will also be to include peers to support and mediate, with relevant support and training.***

***Objective 3:*** Continue to develop a culture of vigilance at Pittville School where all members of the community are confident to challenge behaviour, language and attitudes that demonstrate intolerance.

Why we have chosen this objective: We want all stakeholders to share the same feeling of responsibility with regards to supporting these key issues. We want high challenge and high support for all members of our community.

To achieve this objective we plan to: Improve our reporting and information sharing. Work with our staff, students and parents/carers to gain their views.

Progress we are making towards this objective: ***Student voice has been captured through a Summer 2022 survey where views of the student body were sought with particular reference to discriminatory behaviours and experiences. Further stakeholders' views are required through parent / carers surveys and staff views tbc. This 360 review will allow further support and targeted interventions to take place.***

## **9. Monitoring arrangements**

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

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

This document will be approved by the Governing Body.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment

- Transgender
- RSHE