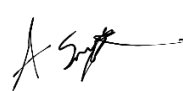
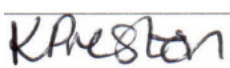


|                        |                              |                  |              |
|------------------------|------------------------------|------------------|--------------|
| Policy/Procedure Name: | EQUALITY POLICY & OBJECTIVES |                  |              |
| Last Update:           | August 2024                  | Next Update Due: | October 2026 |

|                                    |                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------|
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| Signature of Authorised Individual |  |
| Signature of the Director          |  |

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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

We actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave

- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

## 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 Directors 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 Principal and 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.

All of our policies include reference to the importance of avoiding discrimination and other prohibited conduct by way of the inclusion of the equality statement of paragraph 1 of this policy

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 on an on-going basis.

## 5. Advancing equality of opportunity

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, or gay pupils 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 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 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 (see PSHE policy), 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 (e.g. Handa's Surprise in EYFS)
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes organising school trips and activities based around the local community
- Developing 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

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

*Ensure fair representation and equal pay for staff*

Why we have chosen this objective:

- We want to ensure representation from all parts of our community

To achieve this objective we plan to:

- Undertaking an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July 2025, and report on this to the Directors.

Progress we are making towards this objective:

- We have ensured safe recruitment processes which include optional declarations from applicants

### Objective 2

*Increase staff and directors' awareness of the Equality Duty (All staff are aware of the Equality Scheme and have awareness of their responsibilities)*

Why we have chosen this objective:

- In order to meet the duty and to raise the profile of protected characteristics

To achieve this objective we plan to:

- Raise awareness of Equality Scheme at:
  - Induction
  - Staff meetings

Progress we are making towards this objective:

- TBC

### Objective 3

*Develop an increased understanding of the different religious groups within the school through the PSHE and SMSC curriculum.*

Why we have chosen this objective:

- In order to meet the duty and to raise the profile of protected characteristics

To achieve this objective we plan to:

- Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia
- Analysis of Behaviour patterns
- Linked to updated Curriculum Vision (intent, Implementation and Impact)

Progress we are making towards this objective:

- Further consolidation of the implementation of the Curriculum Vision required

## 9. Monitoring arrangements

The Principal will update the equality information we publish, [described in sections 4 to 7 above], at least every two years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND Policy
- All policies (as they contain an Equality Statement)
- Data Protection Policy
- SMSC Policy
- Whistle-blowing Policy
- Behaviour Policy
- School Improvement Plan