Equality information and objectives

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Contents

1. Aims 3
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Eliminating discrimination 4
5. Advancing equality of opportunity 4
6. Fostering good relations 5
7. Equality considerations in decision-making 5
8. Equality objectives 6
9. Monitoring arrangements 6
10. Links with other policies 6

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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, pupils 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 is **Karen Kennedy-Medford.** They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, 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 pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Stephanie Armstrong and she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- 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.

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

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. 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. Ramadan and fasting policy)

- 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 clubs). In fulfilling this aspect of the duty, the school will:
    - Publish attainment data to the Governing Board each academic year showing how pupils with different characteristics are performing
    - Analyse the above 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 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, 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 and the school's Character education.
- 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 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
- 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 pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1:

To train staff on how to respond effectively to prejudice-related bullying.

Why we have chosen this objective: Community's reactions to incidents in the media relating to Black Lives Matters and conflict in Palestine and Israel.

To achieve this objective, we plan to: implement Salusbury's Anti-Racist action plan (which includes training for staff), implement Character education, and embed the PSHE and RE curriculum in school which promotes acceptance and respect.

Objective 2:

***To i*mprove the physical environment of our school to enable pupils, staff and visitors with disabilities to take better advantage of education, benefits, facilities and services provided**

Why we have chosen this objective: because there are pupils with increasingly diverse needs and it is necessary to ensure that our provision is appropriate to meet their needs.

We want to increase the extent to which members of our community with disabilities can participate in the curriculum and school life. This is especially important for us because pupils with disabilities are placed at a substantial disadvantage and we want to ensure all reasonable adjustments are made to overcome that disadvantage.

To achieve this objective, we plan to: work to understand the needs of pupils who have disabilities and any preferences expressed by them or their parents. Ensure our accessibility plan delivers against our aims.

Progress we are making towards this objective will be reviewed in the Safeguarding and Wellbeing committee meetings and Full Governing Board meetings.

9. Monitoring arrangements

The Full Governing Board and Headteacher will update the equality information we publish, at least every year in our statutory reporting on the school website and government performance tables.

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

This document will be approved by Full Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safer Recruitment
- Teaching & Learning
- Special Educational Needs and Disability
- Child Protection & Safeguarding
- Behaviour & Anti-Bullying