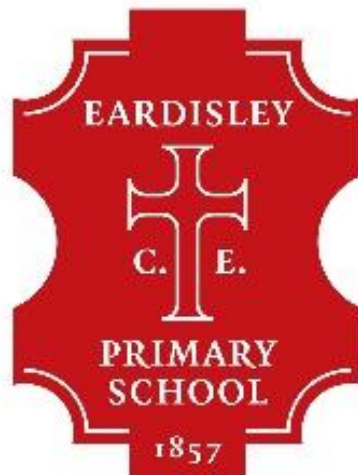


# **Eardisley C E Primary School**



## **Equality information and objectives policy**

**Date Agreed: January 2024**

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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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Friendship, Joy and Determination as part of our Vision Statement, *In all that we do, may our values shine through.*

### 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.

#### Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities...

- the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies

- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- test arrangements
- behaviour management approach and sanctions
- exclusion procedures • school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education • learning and teaching and the planned curriculum • classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare
- global links
- the explicit teaching of tolerance as a British value

### **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 equality link governor is Mrs Chris Malone. They will:

- Meet with the designated member of staff for equality every year 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 (also the Designated member of staff) will:

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

- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor every year, or as appropriate, to raise and discuss any issues
- Identify 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every autumn as part of our safeguarding update.

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 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 for pupils showing different characteristics 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
- 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

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.

Equality Objectives Analysis of the information as outlined above means that we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year. Equalities policy This version October 2022 Next review Autumn 2025 SMT/FGB 6 Public Sector Equality Duty statements - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not. - Foster good relations between people who share a protected characteristic and those who do not. - Removing or minimising disadvantages suffered by people due to their protected characteristics. - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people. - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. Protected characteristics - The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race,

religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships

## **8. Equality objectives**

### **Public Sector Equality Duty statements**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. - Foster good relations between people who share a protected characteristic and those who do not.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

*See our Action Plan for our current objectives*

### **Protected characteristics –**

The Equality Duty covers:

age,  
disability,  
gender,  
gender reassignment,  
pregnancy and maternity,  
race,  
religion or belief  
sexual orientation.

The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships

## **9. Monitoring arrangements**

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

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

This document will be approved by the governing board.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Behaviour policy