

Equality information and objectives



Approved by:	Local Governing Board	Date: November 2021
Last reviewed on:	November 2021	
Next review due by:	September 2022	

Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
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	5
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

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](#).

This document also complies with our funding agreement and articles of association.

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 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 (Ms. Richardson) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

LHEA has 3 rules that underpin all others: Be Respectful, Be Ready, Be Responsible.

We understand that providing a clear structure of predictable outcomes has the best impact on behaviour. The LHEA Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow relevant to our context. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Students are praised publicly and reminded in private.

LHEA has adopted three simple, yet powerful rules, that underpin all others - 'Ready, Respectful and Responsible' - which can be applied to a variety of situations and are taught and modelled explicitly.

RESPECTFUL - Are we/you being respectful?

READY - Are we/you ready to learn?

RESPONSIBLE- Are we/you safe?

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. 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 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
- 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.
- 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.

8. Equality objectives

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. The school's Equality Objectives should be read in conjunction with the Accessibility Policy, the Equal Opportunities Policy and the Disability Equality Policy

Objective 1

Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why we have chosen this objective: The school has a diverse community and it is important to respect everyone who attends the school

To achieve this objective, we plan to: Ensure that all students follow the Religious Studies Curriculum

Progress we are making towards this objective: RS curriculum redesigned to allow greater impact/study of different ethnic groups within our school community. Cultural studies in place within new PSHE curriculum. Student voice/consultation taking place. All students required to follow RE curriculum; 7 – 11.

Objective 2

Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.

Why we have chosen this objective: All students are entitled to equality of education and opportunities, and to reach his or her full potential.

To achieve this objective, we plan to: introduce Duke of Edinburgh awards and a designated person to lead on the promotion and monitoring of extra-curricular activities.

Progress we are making towards this objective: The school now offers the Duke of Edinburgh scheme and has an 'Extra Curricular champion'.

Objective 3

Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.

Why we have chosen this objective: to actively improve the future of each child's educational outcomes.

To achieve this objective, we plan to: introduce interventions across all core subjects; review and renew

Progress we are making towards this objective: Staff are monitoring progress across all subjects.

Objective 4

Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Why we have chosen this objective: All students are entitled to equality of education and opportunities, and to reach his or her full potential.

To achieve this objective, we plan to: Introduce an accessibility Plan with actions

Progress we are making towards this objective: The accessibility plan has been introduced and plans are in place with ongoing actions with regular reviews.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, annually and objectives every 4 years.

This document will be reviewed by the Local Governing board annually.

This document will be approved by the Local Governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School culture and Behaviour for Learning Policy