



# Equality Information and Objectives

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## 1. Aims

Our school aims to ensure that each individual or group at High Ash are given the same resources or opportunities needed to reach an equal outcome. We also aim to meet our 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

As a Church School we aim to provide an environment underpinned by Christian values, where everyone experiences the joy of learning

## 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
- 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 Ms Kate Ruddick. 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 among staff and pupils
- Provide a happy, safe and secure learning and working environment in which everyone feels respected and cared for
- Monitor success in achieving the objectives and report back to governors
- 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. We actively promote from all stakeholders at High Ash the demonstration of behaviours which address equality in all that we do and offer.

### **Through learning and teaching**

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Develop pupils' awareness so that they can detect bias and challenge discrimination; promoting a critical approach to texts so that children understand that language is never neutral or impartial;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- Pastoral support takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.

### **Through learning and teaching the curriculum**

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with opportunities used within the curriculum to tackle racism, bias, stereotyping and prejudice and celebrate equality, justice and respect.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality, exploring differences and similarities within and across different groups.

### **Staff recruitment and professional development**

- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. (You may wish to include information about the type of Equality Act training and refresher training offered to staff).
- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- Members of the local community regularly join in school activities e.g. school fair, worship in school and in church, open afternoons, concerts and productions etc.

### **Through Governance**

- 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 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 (where possible so as not to identify any individuals and to protect anonymity) showing how pupils with different characteristics are performing
- Analyse attainment data for pupils with 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 Junior Leadership Team 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) as part of the costing sheet when trips or school activities are planned to show we have actively considered our equality duties and asked ourselves relevant questions. 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 equal opportunities for the academic curriculum and extra-curricular activities of all our children regardless of the background***

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| Why we have chosen this objective:             | To ensure there are equal opportunities for all in our curriculum and extra-curricular offer   |
| To achieve this objective we plan to:          | <ul style="list-style-type: none"> <li>Promote the take-up of extra-curricular opportunities and monitor uptake</li> <li>Curriculum visits and visitors to school reflect the diversity of the pupil base and offer broader opportunities where relevant</li> <li>Ensure that there is accessibility for all.</li> </ul> |
| Monitoring                                     | <ul style="list-style-type: none"> <li>Monitored termly by Headteacher and reported to Governors</li> </ul>  |
| Timescales and milestones                      | <ul style="list-style-type: none"> <li>Ensure that our curriculum reflect our context and cohorts of children at High Ash</li> <li>Each year check the curriculum offer is relevant and so is the extra-curricular offer is relevant and appealing to all learners.</li> </ul>   |
| Progress we are making towards this objective: |  |

### Objective 2

**Challenge stereotypes and discrimination**

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| Why we have chosen this objective:             | Evident in pupil voice discussions and in class there are some stereotypical views and discrimination including racist, homophobic and gender views.   |
| To achieve this objective we plan to:          | <ul style="list-style-type: none"> <li>Use Show racism the red card with Year 3 and 4</li> <li>Train all staff including challenging homophobic discrimination and bullying</li> <li>Invite speakers to school from different backgrounds</li> <li>Monitor and develop PSHE content to ensure it addressed these areas.</li> </ul> |
| Monitoring                                     | Termly – through the use of white forms by HT and DHT  |
| Timescales and milestones                      | Annually – analyse data and responses from Pupil voice to determine whether stereotypes are challenged and there is less discrimination evident.   |
| Progress we are making towards this objective: |  |

### Objective 3

Ensure curriculum and wider opportunities promote empathy and tolerance and the children demonstrate these qualities at school (and beyond)

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| Why we have chosen this objective:             | Through pupil voice it is clear that some pupils have little tolerance and empathy towards others.  |
| To achieve this objective we plan to:          | <ul style="list-style-type: none"><li>• Education relating to individual differences included in PSHE and reflections, including neurodiversity, physical disability and other protected characteristics.</li><li>• Regular reflections to discuss and promote empathy and tolerance</li><li>• Commando Joes sessions – Character traits.</li></ul> |
| Monitoring                                     | Termly – through pupil voice by both staff and governors.   |
| Timescales and milestones                      | Annually – data gathered shows more understanding of tolerance and empathy  |
| Progress we are making towards this objective: |   |

## 9. Monitoring arrangements

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

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

This document will be approved by governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Positive Behaviour Policy