



Equality Information and Objectives

Reviewed by:	Full Governing Body
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Source and date of model policy, if applicable	The Key for School Leaders

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1. Aims

Our Federation 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 Executive Headteacher

The equality link governor is Helen Hilton. 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 Executive 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 staff member for Inclusion is Kate Barham.

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.

Staff receive training on equality and inclusion regularly. 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. 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 years which demonstrates how groups of pupils are performing
- Analyse the above data to determine strengths and areas for improvement, and implement actions in response
- Review incidents of e.g. transphobic or omophobic bullying that have been recorded on on My Concern and adapt policies and procedures accordingly

- The Federation will not publish further data about any issues associated with particular protected characteristics in order to protect individuals, however will report specific issues relating to protected characteristics to the Local Authority using the recognised procedures.

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 will consider religious holidays and acc for children with disab..... where possible.

Calendar of religious hols - look at breakdown of religions across school = add this as an objective

Make a plan to review all objectives

Make a form for when plan school trips

8. Equality objectives

Our equality objectives are set out in Appendix A.

9. Monitoring arrangements

The Executive Headteacher and Heads of School will update the equality information we publish at least every year.

This document will be reviewed by the Resources Committee at least every 4 years.

This document will be approved by the Resources Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Aim	Action to be taken	Timescale	Personnel/ Resources	Progress Update 2021	Progress Update 2022	Progress Update 2023	Progress Update 2024
Fawcett site to be fully accessible	Open access road	Easter 2022	Federation Business Manager/ Exec Head/ Governors	Delayed	Due to open Spring 2022		
To close the gaps in achievement and progress between boys and girls and Pupil Premium and non-Pupil Premium children	Pupil progress meetings, termly reviews Use of catch up premium Targeted support	Ongoing Constant review in light of current needs	Pupil Premium funding Progress reviews Boosters Catch up and interventions Promotion of clubs and activities	Significant gaps and lack of progress identified as a result of the pandemic. Booster/additional input provided. Review progress end year.	Baselines and assessments performed and data reviewed in order to target children at risk of falling behind Aim to ensure gap bet our children is less than national		
To promote equality, diversity and inclusion actions across teaching and learning, our staff body and	Flexible working where possible, training for staff to eliminate an unconscious bias	Ongoing	External training providers Books	Training provided to staff reflect emerging issues e.g. LGBTQ+	Texts and resources reflect diversity Alternatives to Collective Worship being investigated		

governing body.	Review of RE curriculum and act of worship						
Review the quality of curriculum and resources to ensure it reflects the diversity of our community	Please refer to our accessibility plan						
Develop the children's understanding of human rights and the UNICEF rights of the child and implement a global perspective and understanding	Assemblies Reinforcement of core rights - cross curricular Displays Artwork/person of the week	2024 to achieve Rights Respecting School Gold award	SLT Task Group	Delayed due to pandemic	Rights Respecting school - school council and governors joining task group Assemblies focus on core rights Children have decorated canvases to display which describe children's rights PSHE activities planned to support this work		
Ensure children receive appropriate and timely support as required and support the emotional health and	Review Inclusion team structure and increase capacity Counselling training Information sharing	Ongoing	Funds for training Additional staff members External providers	Contact maintained and supported throughout lockdowns Children and families assessed on return to school for emerging and ongoing SEMH needs	SEMH lead appointed at both schools Wellbeing survey used to identify emerging needs Support for pupil identified Counselling provided where applicable Family workers maintain links and support families as needed		

wellbeing of all children	Continue to offer placements for social work and drama therapy students						
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