

Equality Objectives



Approved by:	Headteacher & Chair of Trustees
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Contents

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

Astwood Bank First School is a centre of learning and opportunity where our main aim is, 'To develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st century.' This manifests itself through our values and aims and together, the vision and aims describe what makes our school unique and what is distinctive about it. They are communicated through the day-to-day life of the school.

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

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
- ✓ 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 will:
 - ✓ Promote knowledge and understanding of the equality objectives among staff and pupils
 - ✓ Monitor success in achieving the objectives and report back to governors
 - ✓ Promote knowledge and understanding of the equality objectives among staff and pupils
 - ✓ Meet with the equality link governor every year to raise and discuss any issues
 - ✓ 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 governor's meeting it is recorded in the meeting minutes.

New staff are directed to read the Equality Objectives Policy as part of their induction.

The head teacher monitors equality issues and reports to the governing body. They regularly liaise regarding any issues and these are discussed where 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:
- ✓ Analyse 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)

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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school may consider 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 ensure the school environment and school life celebrates diversity (Quality of Education)

- 1.1 Corridor and classroom displays (where possible) seek to promote, recognise and respect diversity.
- 1.2 Within all classrooms and the school library, children are exposed to books that reflect and promote diversity.

Objective 2

To ensure the school's curriculum embodies a strong approach to diversity (Quality of Education; Leadership & Management).

- 2.1 To build in regular reviews of the school's curriculum, making sure that subject areas provide opportunities to promote, recognise and respect diversity.

Objective 3

To ensure the school promotes access for all.

- 3.1 All children (particularly those in vulnerable groups) are fully supported with: home learning; accessing wider opportunities; applications to new/next school.

9. Monitoring arrangements

The senior leadership team and governors will update the equality information we publish, at least every year.

This document will be reviewed by senior leaders and governors at least every year.

This document will be approved by governors and senior leaders.

10. Links with other policies

- Accessibility Plan 2022