



Equality information and objectives (public sector equality duty) statement 2021-2025

POLICY CONTROL

Current Version	
Reference number	S-EQUAL
Title	Equality information and objectives (public sector equality duty) statement
Version number	2.0
Document type	Statement
Original policy date	August 2021
Review & Approval responsibility	Individual Governor & Headteacher
Approval Date	September 2022
Next review date	September 2025
Statutory / Additional	Statutory
Document owner	Headteacher
Status	Approved

Amendment Control			
Version	Amendment	By	Date

Previous versions		
Date Ratified	Version number	Status

Introduction

We recognise that the public sector equality duty (known as the PSED or the equality duty) has two parts: a general duty, and specific duties.

The general duty has three aims and they are to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The specific duties for schools are to:

1. To publish information to demonstrate how they are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objective.

Aims and objectives

Highbury School will annually review how well we achieve these aims with regard to the protected groups under the

Equality Act (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).

We aim to provide the highest possible education for all of our students. The ethos of our school clearly reflects our commitment to fully including and respecting all members of our school community.

We have set ourselves the following objectives:

- To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school
- To promote mental health awareness and develop appropriate interventions where necessary
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.
- To support the inclusion of all staff who are starting or extending their family

Protected characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we intend to take in order to meet our objectives?
Race Religion and beliefs	Students Staff Parents/carers	Inclusive ethos embedded in all school policies Zero tolerance attitude supported by all policies	Accessible information advertised as available in a range of formats on the school website. The school employs an interpreter if required. The school recognises different faiths and makes all adjustments required, including withdrawal from Christian based activities and authorising leave for different faith celebrations.	Feedback from parents Positive engagement from the whole school community	SRE curriculum to include teaching of wide range of relationships including multi-generational families. Special days and events linked to religion and beliefs represented in the school. Use of social media to acknowledge special days and events
Sexual orientation	Students Staff Parents/carers	Assemblies include all family members and the school are open and celebrate all different types of family. Facebook posts reflect the diversity within the school community. Zero tolerance policy towards any discrimination or harassment. A culture of	Staff from a range of families and backgrounds are fully supported and are protected by all policies and procedures (for example family leave)	Positive engagement from the school community.	SRE curriculum to include teaching about different types of families Special days and events that ensure all family types are included. For example, Father's day will include any important person in that child's life. All information about home and who children live with will be

		acceptance is promoted at all levels within the school.			shared as part of transition with every teacher to ensure that all family circumstances are shared and understood and staff can be both sensitive and appropriate in their discussion of children's family lives.
Pregnancy and maternity	Staff	Number of part time staff Support for all pre-natal and fertility appointments.	Pregnancy has not been a barrier to staff having opportunities within school. Adjustments are made to ensure all staff are able to be included. KIT days are encouraged and paid to support staff to make a confident return to work.	Celebration of pregnancies and births across the community. Paternity leave granted Staff Briefings Risk assessments written for all pregnant staff. PH advice sought when needed	To continue to support all staff who are extending or starting a family, whatever their circumstances may be. This may include same sex couples and any staff looking to adopt.
Disability (mental health)	Staff Students Parents/carers	Both the Head and deputy are trained mental health first aiders. All staff are aware of the school's commitment to supporting their mental health and know how to access support at school through well-being plans. The school employs a play therapist two days each week to provide therapeutic support to children and families.	Staff are all supported to complete a health questionnaire and are referred to occupational health if required.	Positive engagement with	To develop a mental health and well-being policy that outlines the school's policy and procedures to supporting staff with mental health difficulties. To ensure that the RSE policy includes specific teaching on well-being to all students. To support families with their mental health and well-being by continuing to offer behaviour support surgeries and training and by making appropriate referrals to support agencies.