

Kings Road CPS



Equality Information and Objectives Policy

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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

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

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 [name]. They will:

- › Meet with the SLT for equality when appropriate to do so, 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

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. We are committed to challenging inequality, discrimination and disadvantage both in service delivery and employment practice. The school recognizes the value of diversity in employment and is committed to working practices which aim to ensure it has a workforce which reflects the local community.

Our vision is to ensure that everyone has the same opportunity to succeed.

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. All school employees and Governors have a responsibility to embrace and support our vision by challenging behavior and attitudes which may counter it.

At least annually all staff will receive refresher training in September with regards to our Equality and Objectives Policy.

All school staff have a responsibility to monitor equality issues and raise any concerns with the senior leadership team. The headteacher may alert the equality link governor with issues 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, race and religion)
- Taking steps to meet the particular needs of people who have a particular characteristic where it is reasonable and practical to do so
- 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 the school's extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Analyse data in order to determine strengths and areas for development for pupils with different characteristics and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
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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, personal, social, health education (PSHE), 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 where appropriate.
- 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 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

8. Equality objectives

*The school will review and update their equality objectives at least once every 4 years

Objectives

Mar 23 - Mar 27

Aim	Background	How	Progress (fill in blocks)			
			started	½ compl ete	Nearly compl ete	compl eted
To nurture an environment where prejudicial and subconscious mind-sets, behaviour and language can be influenced in a non-threatening manner	Previous strategies have led to biases being hidden rather than addressed. By creating a safe <u>environment</u> it is more likely that behaviours will be changed both inside school and beyond and that the change in behaviour will be sustained.	Overtly developing an environment where either the victim, the witness or the perpetrator can present such behaviours. Overt and conscious prejudicial behaviour to be addressed appropriately				
Ensure school is accessible for all members	Amend the school grounds so that all aspects of school <u>is</u> fully accessible by all members of the school community. This does not include upstairs which would involve an unreasonable adjustment	Seek the views of those that have additional physical needs. Discuss at SLT, GB and the Business Meeting. HT to monitor environmental developments.				
Reduce the attendance gap for Kings Road pupils	The majority of Kings Road pupils are from ethnic minorities, by increasing attendance and decreasing persistent absence life chances for these pupils will increase	See attendance action plan				
Close the attainment gap for Kings Road pupils when compared to national	As the vast majority of pupils at Kings Road are from ethnic minorities closing the attainment gap will increase their opportunities and chances of success at further learning and job prospects.	See School Development Plan.				

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, (described in sections 4 to 7 above), at least every year.

This document (objectives described in section 8) will be reviewed by governing board and headteacher at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Uniform policy
- Behaviour for learning policy