



Meadow Park
Patience, Guidance and Determination

Equality Information and Objectives

Policy lead:	Head of Safeguarding and Inclusion
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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
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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 Mrs Regan-Hammond. 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
- Monitor success in achieving the objectives and report back to governors

Miss Parle, the designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in 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 meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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:

- Analyse data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
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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, 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 keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. 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

To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic and implement an open culture of understanding, acceptance and positivity.

Why we have chosen this objective:

- > eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- > foster good relations between people who share a protected characteristic* and people who do not

To achieve this objective we plan to:

- > positively reinforce and promote it through Enrichment/PSHE lessons, in addition to tutor and assembly programmes that will focus upon protected characteristics
- > positively reinforce and promote it through implementation of the behaviour policy, in addition to focused interventions, aimed at addressing and educating students, through the pastoral system

Objective 2

To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.

Why we have chosen this objective:

- > advance equality and opportunity between people who share a prohibited characteristic and people who do not share it

To achieve this objective we plan to:

- > demonstrate high expectations and operate consistent routines and protocols
- > deliver a powerful, knowledge-rich curriculum for all
- > have a whole school focus on literacy
- > have an unwavering focus on outcomes and overcoming the barriers to achieving them
- > offer the very best teaching and support

- > removing barriers to learning for all with prompt identification of needs and targeted Interventions
- > use the Pupil Premium effectively for closing identified gaps

Objective 3

To increase spiritual, moral, social and cultural development through all aspects of life at our school

Why we have chosen this objective:

- > To offer new experiences
- > Give pupils the knowledge to understand

To achieve this objective we plan to:

- > Deliver high quality PSHE lessons
- > Deliver life skills as part of the curriculum
- > Deliver a wide and varied enrichment offer
- > Offer a diverse Personal Development programme

Objective 4

Train staff and governors involved in recruitment and selection, on equal opportunities and non-discrimination by the beginning of the next academic year.

Why we have chosen this objective:

- > To ensure correct recruitment procedures are being followed

To achieve this objective we plan to:

- > Ensure that staff and Governors attend relevant training by the end of the academic year

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

This document will be approved by the governing board