Equality Information and Objectives Policy

The Barford and Bawburgh Federation

Approved by:	Federation FGB	**Date:** 06/06/24
Last reviewed on:	June 2024	
Next review due by:	June 2028, annual review of progress towards objectives	

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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

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 governing board are all committed to their collective and individual responsibilities under this policy and through their monitoring schedule and meetings will:

- Meet with 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 at 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.

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.

The school has documentation in place in order to monitor equality issues and this is overseen via the Full Governing Board monitoring processes.

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:

- Consider how pupils with different characteristics are performing as part of any review of attainment data, where this may be appropriate, including determining strengths and areas for improvement, implementing actions and updating our plans to under Equality Objectives should this be appropriate.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, Life Skills (RSE) and 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

These objectives will be monitored annually by the Headteacher and Full Governing Board and progress towards each will be minuted and actions amended as required.

Objective 1

Ensure that all staff are aware of the requirements of the Equality Act and have due regard and awareness of their responsibilities

To achieve this objective, we plan to: Ensure that this is a core part of Induction for all new staff and is part of the annual update and Staff Code of Conduct (GSWP) reviewed at the start of each academic year.

Objective 2

Ensure that all policies, risk assessments and relevant guidelines have due regard to the Equality Act.

To achieve this objective, we plan to: Ensure relevant staff know how to undertake risk assessments and create policies that have due regard to the Equality Act.

Objective 3

Increase the opportunities for children to explore differences in diversity in Modern Day Britain

To achieve this objective, we plan to: Undertake staff training on the implementation of a new PSHE curriculum (Jigsaw), lead assemblies, ensure the wider curriculum has planned opportunities to explore diversity. Subject leaders will monitor the curriculum plans to ensure opportunities are built in appropriately.

9. Monitoring and Review

The Full Governing Board will review and update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Full Governing Board at least every 4 years. The board will annually review progress on the objectives.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Curriculum policies and guidelines