

## **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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, 'Trying our Best, Stay Safe and Show Respect'.

## **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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## **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/carers
- 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 the Chair of Governors. They will:

- Meet with the designated member of staff for equality every half term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 half 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.

### **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.

### **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
- 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:

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and share this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **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. DEO (diversity, equality and opportunity) permeates 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

- Making pupils aware of our behaviour and anti-bullying policies
- 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 characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

### **Equality objectives**

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen February 2030 to be our deadline for this

The school's current Equality Objectives are:

- To reduce the use of prejudice-related derogatory incidents and use of derogatory language specifically aimed at race, gender and homophobic terms
- To improve the attendance and punctuality of SEND pupils and the attendance rates of others
- To ensure all staff and governors are well informed of the Equality Duty Act and are able to deliver and challenge everyone's right to equality
- Improve and maintain access to the physical environment

## Equality Action plan:

| Objective                                                                                                                                       | Action                                                                                                                                                                                                                                                                                                                                 | Responsibility                                  | Success Criteria                                                                             | Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------|--------|
| To reduce the use of prejudice-related incidents and use of derogatory language specifically aimed at race, gender and homophobic terms         | Strengthening of the PSHE relationships curriculum.<br>Anti-bullying week<br>Linking Project<br>Termly overview of behaviour incidents that relate to sex, gender or use of homophobic language<br>Restorative Practices                                                                                                               | SLT<br>PSHE lead                                | The number of reported incidents regarding derogatory language towards the identified groups |        |
| Improve and maintain access to the physical environment                                                                                         | Review space & entry at main entrance<br><br>Improve accessibility to the main building by widen the entrance and waiting area and having a wheelchair turning circle.                                                                                                                                                                 | HT, SBM, Site Manager<br>RMBC property services | Improved access arrangements                                                                 |        |
| To improve the attendance and punctuality of SEND pupils                                                                                        | Fortnightly monitoring of attendance and punctuality brought within safeguarding meeting<br><br>Determine and provide additional support for families to support improvements in attendance and punctuality<br><br>Termly meetings – Welfare Officer and EWS<br><br>CPD for staff                                                      | SLT<br>Welfare officer<br>EWS                   | Attendance figures increase and are in line with non-disadvantaged pupils                    |        |
| To ensure all staff and governors are well informed of the Equality Duty Act and are able to deliver and challenge everyone's right to equality | Provide annual Equality Act training for all staff and governors, including induction for new members.<br><br>Regularly review policies to ensure compliance with the Equality Act.<br><br>Share updates and guidance through staff meetings and governor briefings.<br><br>Publish equality objectives and review progress regularly. |                                                 |                                                                                              |        |

### Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.  
School-specific equality objectives will be reviewed by headteacher at least every 4 years.  
This document will be reviewed by headteacher annually, to ensure continued compliance with the PSED.  
This document will be approved by governing board.

### Links with other policies

This document links to the following policies:

- Accessibility plan

- Risk assessment
- SEN information report
- SEND policy