

# A St. Michael's CE (VA) Junior School Policy



## **Equality information and objectives**

***By God's love, we all flourish together.***

***At St. Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.***

Reviewed and updated	January 2024
To be reviewed:	Spring 2028

## **Contents**

1. Aims
  2. Legislation and guidance
  3. Roles and responsibilities
  4. Eliminating discrimination
  5. Advancing equality of opportunity
  6. Fostering good relations
  7. Equality considerations in decision-making
  8. Equality objectives
  9. Monitoring arrangements
  10. Links with other policies
- .....

### **1. Aims of the general Equality Duty**

Our school aims to meet its obligations under the public sector equality duty 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

Having '**due regard**' is defined to the need of removing or minimizing disadvantages, taking steps to meet differing needs and encourage participation when it is disproportionately low.

### **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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

The Equality Link Governor is Mrs Fleur Dulude and she 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the Equality Link Governor every term to raise and discuss any issues

SLT will:

- Support the headteacher in promoting knowledge and understanding of the Equality objectives amongst staff and pupils
- 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 to create a school ethos and atmosphere of dignity and fairness.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during staff meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes, when necessary.

New staff receive training on the Equality Act as part of their induction and will attend staff briefings and access to relevant documents.

The school has a designated member of staff for monitoring equality issues, and an Equality Governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

**Positive action:** In some circumstances, schools will need to meet the needs of pupils in different ways so they can receive the same standard of education as everyone else. The positive action provisions of the Equality Act 2010 permit schools to take proportionate steps to help groups of pupils to overcome disadvantages connected to protected characteristics (like gender, race, sexual orientation etc).

#### **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 which are connected to a characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

The following are protected characteristics under the Equality Act 2010:

- disability, gender reassignment, race, religion, belief, sexual orientation

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and trends over time. As a result, the school will implement actions in response to this and publish this information
- 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 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, but also activities in other curriculum areas and Collective Worship. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. Year 6 visit the Bhaktivedanta Manor which encourages a respect towards others and an understanding and awareness of people from different faiths.
- Collective Worship - dealing with relevant issues. Pupils will be encouraged to take a lead in worship, and we will also invite external speakers and the visiting clergy to contribute
- Working with our local community. This includes inviting leaders of local faith and community groups to speak during worship. In addition, the school will organise 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, race and religion.
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach. Staff training sessions develop our expertise in relation to an awareness and understanding of characteristics.

## **7. Equality considerations in decision-making (see Accessibility Plan)**

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 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 and their parents
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

**Objective 1:** Train all members of staff and governors on Equal opportunities and how the Equality Act impacts on schools, by the beginning of the 2020 academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements

**Why we have chosen this objective:** staff training on recruitment and selection needs to be updated to include an awareness and deeper understanding about equal opportunities and non-discrimination, supporting staff with Trans Inclusion in schools.

**To achieve this objective, we plan to:** introduce training to all those involved in recruitment and retention. Share the revised Equality Information Policy in September 2020 and HT to lead the EPHA 'seven-minute staff meeting' and provide a handout for each member of staff, for reference.

**Progress we are making towards this objective:**

**Objective 2:** To promote cultural understanding and awareness of different religious beliefs and cultures throughout the school

**Why we have chosen this objective:** Broaden the evidence of diversity in religion and culture throughout the school more explicitly.

**To achieve this objective, we plan to:** Plan trips to different religious places of worship, assemblies and PSHE lessons focus on British Values and Modern Britain. Plan to widen the books available in the school library so they reflect Modern Britain.

**Progress we are making towards this objective:** Jewish festival of Purim celebrated in a Spring worship. Year 6 visit to Bhaktivedanta Manor, Spanish lessons and themed days to celebrate the 'Carnaval'. Evidence of other cultural beliefs and traditions are more evident within a climate walk.

**Objective 3:** Investigate the historic need for a girls' football team and boys' football team

**Why we have chosen this objective:** This was initiated by the girls and more do now attend but we need to further understand the purpose. To analyse how many boys attend netball club and look at the possibility of running a 'High 5' club rather than a netball club to encourage more boys to attend or consider basketball (as this links to Secondary school transition).

**To achieve this objective, we plan to:** Survey pupil voice to understand how we can encourage one football team and the interest boys have in netball.

**Progress we are making towards this objective:**

Qualitative as well as quantitative evidence will be used to measure progress. For example, staff surveys, pupil surveys, analysis of letters received from parents, feedback forms, or the results of engagement.

## **9. Monitoring arrangements**

The full Governing Body will update the Equality Duty, every year.

These Equality objectives will be reviewed at least every 4 years.

This document will be ratified by the Governing Body during a Pupil and Curriculum committee meeting.

This document links to the following policies:

- Risk assessments
- RE and Collective Worship policy
- Equal Opportunities Policy and Statement (includes the Accessibility Plan)