

# Equality information and objectives

(Equal Opportunities)

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<b>Governor Responsibility:</b>	Learning & Community Committee
<b>Staff Responsibility:</b>	T. Woodward
<b>Review Period:</b>	Four Years
<b>Status:</b>	Statutory
<b>Reviewed:</b>	Autumn 2020
<b>Next Review Date:</b>	Autumn 2024
<b>Governor Signature</b>	

## 1. Aims

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

## 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 on a daily basis to the headteacher

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

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. This policy is shared with staff on an annual basis.
- 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 which 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:
- Monitor and report to governors data relating to incidents in breach of this policy
- Publicise how we promote understanding, acceptance and respect with regard the particular protected characteristics, identifying any issues which could affect our own pupils

- Commit to advancing equality of opportunity throughout our work, behaviour and relationships within the school.

## 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 acceptance, 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
- Plan and deliver whole school focus weeks relating to equal opportunities
- 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 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.

The principles of equal opportunities will be promoted in respect to staff recruitment and management and in dealings with contractors and suppliers working with the school.

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

***Each person at Tetherdown should have a good sense of self-worth, feel valued and value others. In line with our stated aims to promote respect for people and celebrate differences the staff work hard to challenge all forms of prejudice and discrimination based on gender, race, culture, faith or differences of ability whether mental or physical. We spend time exploring these issues as part of our curriculum taking every opportunity to present the positive contributions made as a result of our differences as those that enrich our school community. Negative incidents are responded to very seriously.***

The above statement forms an integral element of the ethos of the school. It is a complex issue in that it needs to be a pervasive element throughout our work, behaviour and relationships within the school. To this end equal opportunities issues underpin principles of all other policies and planning.

Curriculum policies and schemes of work that form the basis of what the children are taught on a daily basis will take into account the contribution made by different cultures, by women, by men and by people of differing abilities when planning lesson content and selecting/ purchasing resources to support delivery. There are certain limitations placed by the constraints imposed by National Curriculum guidelines; but there are also many opportunities offered within the parameters of the guidelines. Our PSHE (Personal, Social and Health Education) curriculum also

offers opportunities to explore many equal opportunities issues and the RE curriculum offers possibilities to explore other belief systems and cultures.

Extra-curricular activities will also reflect our commitment to equal opportunities - such as the programme that has been established of visits from representatives of local places of worship, charity commitments, outings, visiting performers, classroom and corridor displays.

Funds are made available (within budgetary constraints) to purchase resources etc to promote equal opportunities in the ways outlined above.

### **9. Monitoring arrangements**

This document will be published on the school website and reviewed by Governors every 4 years. SLT support the monitoring of behaviours across the school and these are reported to the Headteacher. The Headteacher reports half termly to the Full Governing Body (Headteacher's Report).

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour and Anti-Bullying Policy
- R.E. Policy
- PSHE Policy