



Equality Plan

Agreed by the Governing Body in:	February 2024
Review Date:	February 2025
Review Schedule:	Annually
Person(s) Responsible:	Sarah Price

Equality Plan

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard of the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

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.

Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement (and accompanying Equality Objectives) 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 every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Senior Management Team.

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;
- Identify any staff training needs and deliver training as necessary.

All school staff will:

- Work to achieve the objectives as set out in the Equality Objectives document.

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 meeting is recorded in the meeting minutes.

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

The school has a designated member of staff for monitoring equality issues (Alicia Williams), and an equality link governor (Emily DeAbaitua). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

We aim to ensure this 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 and make available attainment data each academic year showing how pupils with different characteristics are performing;
- Review the data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. decline in incidents of homophobic or transphobic bullying).

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.

Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always consider the impact of significant decisions on particular groups. For example, when a school trip is being planned, the school considers whether the trip will:

- Cut across any religious holidays;
- Be accessible to pupils with disabilities;
- Have equivalent facilities for boys and girls.