



# Equality Information and Objectives Policy

Date:  
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<b>Approved by:</b>	GM Committee
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<b>Staff responsible for review:</b>	Joe Creswick
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## Introduction and 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

## The purpose of this policy

### 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 spring term.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities and their access to parts of the building)
- 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 activities and putting inclusion at the heart of the school agenda)

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

- Publish attainment data on the school website, under School Performance, each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish 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. 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
- Working with our 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
- As a special school we have a great deal of expertise in supporting pupils and staff with protected characteristics

## 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.

## Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2020, and report on this to the General Management Committee of the governing board.*

Why we have chosen this objective: In order to assess whether our staff team under-represents the local community in relation to protected characteristics. We also want to examine whether there is fair access to more senior posts.

To achieve this objective we plan to: Conduct an analysis of the protected characteristics of staff as recorded in their applications (this is separated from the application form and used only for monitoring). This data will be dealt with anonymously and confidentiality will be maintained.

Progress we are making towards this objective: Equalities data are gathered during the application process and detached prior to shortlisting. This information is not available to the staff conducting shortlisting or appointing.



### **Objective 2:**

Why we have chosen this objective: A number of staff have a protected characteristic which can affect their level of absence.

To achieve this objective we plan to: Ensure that absence management processes are consistently applied and involve seeking occupational health advice at an early point.

Progress we are making towards this objective: This objective is largely completed. However, pre-employment information is anonymised and therefore means that staff with protected characteristics can only be identified if they come forward.

### **Objective 3:** *Ensure that any new work completed on school buildings considers accessibility for pupils and staff.*

Why we have chosen this objective: Ensure that all pupils have equitable access to life skills lessons.

To achieve this objective we plan to:

Progress we are making towards this objective: All new modular buildings include accessible toilet facilities and compliant ramps, etc. All doorways are wide enough to allow access for wheelchair users.

### **Objective 4:** *Advertise all roles at Ivel Valley School with a 'Disability Confident' logo. Sign up with the DWP disability confident scheme.*

Why we have chosen this objective: To address possible under-representation of staff with disabilities.

To achieve this objective we plan to: Sign up to the disability confident scheme and include the logo on all adverts.

Progress we are making towards this objective: None as of November 2019

## **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 (current review period is set at every two years)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

**The equality link governor is Matt Street.** They will:

- Meet with the designated member of staff for equality every year, 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 Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors



The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Principal 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 the Equality Objectives below.

## Legal Framework & Statutory 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](#).

### Links with other policies

This document links to the following policies:

- Accessibility plan
- Building risk assessments

## Equalities and Inclusion

### Monitoring arrangements

The Principal will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing board at least every 2 years.

This document will be approved by the General Management Committee.

## Safeguarding Implications