



Equality information and objectives

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Signature: Mark Tabbernor..... (Chair of Governors)

Print name: Mark Tabbernor.....Date: November 28th 2022

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
- 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
- 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

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

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:

- 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, implement actions in response 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 particular 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. 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 after school 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 particular characteristics, which helps inform and develop our approach

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 school keeps a written record (known as a SAGED planner) 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 with the completed risk assessment.

8. Equality objectives

Objective 1

To promote cultural understanding and awareness of different religious beliefs within our school community.

Why we have chosen this objective: To ensure pupils have a good awareness and acceptance of different cultures and their practices. To reduce any negative perceptions that pupils may have.

To achieve this objective we plan to: Ensure trips are planned to different places of worship. Learn about different cultures and practices. Make links with schools in other countries.

Progress we are making towards this objective: We have made a link with a school in Africa, trips have taken place to places of worship such as a Gurdwara.

Objective 2

To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, students with a variety of special educational needs, looked after children and previously looked after children and students from different heritage groups.

Why we have chosen this objective: To ensure all pupils receive the best education possible and that their learning is maximized. To ensure there are no groups that are not making expected progress.

To achieve this objective, we plan to: Complete pupil and subject profile meetings to monitor data. Ensure staff monitor data of key groups and can identify any groups that are not making sufficient progress. Use our Pastoral Support Manager to plan, allocate and oversee interventions that are driven by data and have impact.

Progress we are making towards this objective: Pupil progress meetings completed for Spring term. Pastoral Support Manager is being utilized throughout the school.

Objective 3

To increase representation of staff from different genders and ethnic backgrounds to better represent the local community.

Why we have chosen this objective: The school has traditionally had a majority of female staff, with the ethnic diversity being low too.

To achieve this objective, we plan to: Encourage applications from different genders and backgrounds.

Progress we are making towards this objective: The school does not discriminate on the basis of any of the protected characteristics and is part of Worcestershire County Council who operate the Disability Confident scheme. Supply teaching assistants tend to come from Birmingham and can be from varying ethnic backgrounds.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure there is no bias in recruitment.

To achieve this objective, we plan to: Approach SSS CPD to see if they can offer us online training on the Equality Act, if not then research available training.

Progress we are making towards this objective: SSS CPD now offer a module on Equality.

Objective 5

To reduce the incidence of the use of homophobic, sexist and racist language by pupils in the school.

Why we have chosen this objective: A small pocket of pupils has used racist language due to exposure to games that are too old for their age, we want to educate them on the impact on this kind of language and why it should not be used.

To achieve this objective, we plan to: Use the PSHE curriculum and lessons such as English and history to discuss these issues and the impact. Links to schools in other countries.

Progress we are making towards this objective: We have had a video link with another country. Incidents are reducing and individual children are spoken to as well as whole classes