St. Nicholas' Chantry

Equality information and objectives

Approved by:		**Date:**
On behalf of the school:		**Date:** 02/02/2023
Last reviewed on:	02/02/2023	
Next review due by:	February 2024	

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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.

This document also complies with our funding agreement and articles of association.

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

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
- Identify 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.

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 year as part of safeguarding training

The Headteacher is the designated member of staff for monitoring equality issues. The Head teacher monitors any issues and make senior leaders, governors and staff & volunteers 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:

- 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, Relationships and Sex Education (RSE) 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
- 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 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

Objective 1

Undertake an analysis of pupil data and trends with regard to race, gender, first language and disability by July, and report on this to the Local Governing Board

Why we have chosen this objective: To promote equality of opportunity for pupils, support all pupils to do well in school and to promote diversity

To achieve this objective we plan to: analise the attainment of all pupil groups. Support all pupils and celebrate differences

Progress we are making towards this objective:

Support for minority ethnic background via engagement with Diversity Voice (EAL pupil support in EYFS for Polish children)

Support via EMAS (Ethnic Minority Achievement Services) in EYFS

Induction process for new children and their families arriving from abroad or another UK school with little or no language (EAL policy)

On entry to Reception class, from September 2023, all EAL pupils will receive a ‘First 1000 Words in English’ book, with a greeting in their own language and how to use it to take home

Interventions available to support children with EAL, such as NELI

CPD offered to Teaching Assistants with regard to supporting children who have EAL and training for EAL Lead

Interpreters used where appropriate, DA Languages for example

School website is available in any language

INSET for all staff and support through Diversity Role Models (LGBTQ+)

LGBTQ+ Champion appointed to promote equality without gender / sexuality bias

Engagement with ‘Show Racism The Red Card’ (awaiting INSET training for staff on promoting racial equality)

Engagement with a range of religions and cultures in RE lessons, RSE and PSHE lessons, assemblies, Circle Times, theme days and school trips

Objective 2

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Local Governing Board

Why we have chosen this objective: To promote equality of opportunity when recruiting and to promote diversity in the workforce

To achieve this objective we plan to: analise the existing workforce and develop analysis of those applying for vacancies. Promote equality within recruitment and advertising.

Progress we are making towards this objective: Devised analysis table to capture characteristics of employees (to be completed in Term 2 2023.

INSET for all staff and support through Diversity Role Models (LGBTQ+)

Engagement with 'Show Racism The Red Card' (awaiting INSET training for staff on promoting racial equality)

Objective 3

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: Because we have staff members with disabilities and want them to feel supported in the workplace

To achieve this objective we plan to: Consult with disabled members of staff on the adjustments they feel are lacking within the workplace so that we can make all reasonable adjustments so that they feel valued, included and supported in their roles

Progress we are making towards this objective: Trust recruitment forms already gather information about candidates' disabilities. Our pre-employment health questionnaire allows us to gain information regarding candidates' health so we can support their need in the workplace and where appropriate via Occupational Health. Consultation with disabled staff members commences in Term 3 2024

Objective 4

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective: Because of a lack of diversity in our workforce and our desire to address this

To achieve this objective we plan to: Promote equality in our recruitment drives and offer interviews to suitable candidates form minority ethnic backgrounds

Progress we are making towards this objective: The Trust's application forms for teachers, support staff and volunteers gathers information about candidates' disabilities. We will develop information-gathering about candidates' characteristics in order to gain further information and inform equality of opportunity based on our findings.

We already scrutinise applications for candidates from minority ethnic backgrounds and offer interviews to those who give this information on application.

Objective 5

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next 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: To ensure all those involved in recruitment are informed enough to promote equality throughout the recruitment process

To achieve this objective we plan to: seek best practice training on equality and recruitment from outside the school in consultation with the Trust HR Team.

Progress we are making towards this objective: Focus for Term 2 2023

9. Monitoring arrangements

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

This document will be reviewed by the LGB at least every 4 years.

This document will be approved by the LGB

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Vacancy Management Policy
- EAL policy
- RSE and PSHE policy and POS
- RE POS