



EQUALITY OBJECTIVES

This policy is updated annually to ensure compliance with current regulations
This policy is reviewed at least every 4 years by the FGB to ensure compliance

Approved/reviewed by FGB	
Date of review	September 2024
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EQUALITY INFORMATION AND OBJECTIVES

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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

4. Eliminating discrimination

The following are suggestions only and will need to be adapted depending on your school's circumstances.

At Lindsworth School we are committed to fairness and equality in everything that we do.

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 [September/insert other]. (You may wish to include information about the type of Equality Act training and refresher training offered to staff).

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.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents / carers, through our Student Council and / or through staff consultation.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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 carrying out our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Students from certain ethnic and cultural backgrounds
- Students who are supported by the pupil premium
- Students who are disabled
- Students who have special educational needs

We will achieve this by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic / racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling specific faith 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 (eg. supported by pupil premium, in receipt of FSM)
- Analyse the data referenced above 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
- Setting out the standards of behaviour we expect from all students, including respecting others in our Behaviour Policy
- Holding tutor groups dealing with relevant issues. Pupils will be encouraged to take a lead in such sessions and we will also invite external speakers to contribute
- Running anti-bullying week – covering tolerance, friendship and understanding of others
- Working with our local community. This includes 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
- Dealing with all forms of bullying and harassment that may include cyber-bullying (in or out of school) and prejudice-based bullying related to disability, special educational need, ethnicity and race, gender, gender reassignment, pregnancy, maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what actions we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents

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 / special educational needs
- 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

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 fair and unbiased recruitment

To achieve this objective we plan to: All associated staff and governors will undertake appropriate annual training

Progress we are making towards this objective: Training has been completed

Objective 2

To close school progress and attainment gaps across all groups

Why we have chosen this objective: To improve educational outcomes for all pupils

To achieve this objective we plan to:

- Improve school attendance;
- Use pupil premium effectively
- Understand the barriers to learning for each pupil;

Progress we are making towards this objective:

- Continuous monitoring of pupil's attendance analyzing data to provide reports to regularly monitor attendance / reasons for absence

- Use of appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able students as well as for those who are lower ability.
- Use of evidence to inform decision-making throughout pupil premium strategy planning which is vital in order to achieve the biggest impact on pupil outcomes

9. Monitoring arrangements

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

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

10. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Risk assessment
- Safer Recruitment Policy
- SEND Policy
- Safeguarding and Child Protection Policy