



THE MISBOURNE

EQUALITY INFORMATION AND OBJECTIVES POLICY

Executive Summary

- This new policy has been formed following guidance from The Key and Bucks CC guidance.
- This is a new policy for the school replacing the Equality and Diversity Policy from 2013.
- The objectives are drawn from analysis of behavioural concerns experienced within the school and ways to combat these concerns; analysis of ways to support the entire school community which includes staff as well as students.
- It is recommended to include these objectives within the School Action Plan (SAP) in the forthcoming academic year.
- The Assistant Headteacher Pastoral is the senior leader linked to this area working with the Equalities Governor.
- Please see Appendix 1 for information on the impact of changes to the previous policy.

Reviewed by: Asha Harding - Assistant Head (SENCo/SEND/Pastoral)

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Approved by Trustees: May 2019

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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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The school has a equality link governor. They will:

- Meet with the designated member of staff for equality every term 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 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

The designated member of staff (Assistant Headteacher Pastoral) for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher 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 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 three years in line with their Safeguarding/Child Protection Training.

The school has a designated member of staff for monitoring equality issues (Assistant Headteacher Pastoral) and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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 students 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 students

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 (through Philosophy lessons), citizenship and personal, social, health and economic (PSHE) education (through Personal Development lessons and assemblies), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students 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 support certain events, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school parliament has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with families 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 students with disabilities
- Has equivalent facilities for boys and girls and can meet the needs of students of any gender or students who do not identify with a particular gender

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: To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why we have chosen this objective: The school community comprises of a range of different cultures and religious beliefs. Promoting a cultural understanding and awareness of these two significant aspects will improve relations between different communities reflecting the UK's multi-cultural society.

To achieve this objective we plan to: form a working party group to audit activities related to this objective with students and staff.

Progress we are making towards this objective: This will be reviewed over the course of the forthcoming academic year.

Objective 2: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective: this will enable the school to ensure that all groups are represented within the school community.

To achieve this objective we plan to: form a working party group to audit activities related to this objective with students and staff.

Progress we are making towards this objective: This will be reviewed over the course of the forthcoming academic year.

Objective 3: To reduce the incidence of the use of homophobic, sexist and racist language by students in the school. This includes the use of any form of negative language towards any persons within our community.

Why we have chosen this objective: Our students will benefit from being more tolerant of each other and treating each other in a polite manner reflecting their respect for each other.

To achieve this objective we plan to: form a working party group to audit activities related to this objective with students and staff.

Progress we are making towards this objective: This will be reviewed over the course of the forthcoming academic year.

Objective 4: To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.

Why we have chosen this objective: All staff will feel able to contribute to the life of the school in their different roles.

To achieve this objective we plan to: form a working party group to audit activities related to this objective with staff and governors.

Progress we are making towards this objective: This will be reviewed over the course of the forthcoming academic year.

9. Monitoring arrangements

The Equality Governor (Mrs Wendy Bradley) will update the equality information we publish, described in sections 4-7 above, at least every year.

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy and information report
- Anti-bullying policy

Appendix 1 – Impact of changes to the policy

Note impact of significant changes to Section 4 on page 3:

- 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 three years in line with their Safeguarding/Child Protection Training.
- The school has a designated member of staff for monitoring equality issues (Assistant Headteacher Pastoral) and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- Publish attainment data each academic year showing how students 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 students

Note impact of significant changes to Section 7 on page 3:

- 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.