



Eastbrook Primary School Equalities Information and Objectives Policy

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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.](#)

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 equality link governor is Gill Ellis. 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
- Meet with the equality link governor every term to raise and discuss any issues 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 aspects of the Equality Act as part of their induction in September, and all staff receive refresher training during each academic year.

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.

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 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 recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.*

Why we have chosen this objective: To establish that there is an appropriate balance of gender and ethnicity across the staff group and that where imbalances occur, action is taken to address this.

To achieve this objective, we plan to: Analyse the staff group each year with consideration of gender and ethnicity.

Objective 2: *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: To ensure that staff with disabilities are able to undertake their duties and responsibilities effectively and contribute positively to the school community.

To achieve this objective, we plan to: give staff the opportunity to self identify and discuss reasonable adjustments to their working practices. Where reasonable adjustments are identified they will be enacted.

Objective 3: *To adjust recruitment procedures to ensure equality of opportunity for all applicants*

Why we have chosen this objective: We aim to ensure that all recruitment procedures are conducted with equity and fairness.

To achieve this objective, we plan to: introduce a process of anonymising applications, and removing all information indicating gender, ethnicity or disability at the shortlisting stage.

Objective 4. *To ensure that all staff are fully trained and aware of the process of reporting any incidents or concerns relating to issues of in equality.*

Why we have chosen this objective: To ensure that all instances of concern are reported and acted on swiftly and effectively.

To achieve this objective, we plan to: Review and update procedures relating to how we report and act on incidents relating to inequality and discrimination.

Objective 5: *To ensure a range of opportunities are in place in the curriculum and extra curricular activities to promote and celebrate equality and diversity.*

Why we have chosen this objective: To ensure that all students have the opportunity to learn about issues relating to inequality in a wide range of situations.

To achieve this objective, we plan to: Ensure that through the house system, the ECS curriculum, assemblies and our rewards system – students learn about equality and are recognized and rewarded when they make a positive contribution to equality at Eastbrook.

9. Monitoring Arrangements

The Headteacher will oversee an update to the equality information we publish at least every year.

- This document will be reviewed by the Headteacher and Governing Body at least every 4 years.
- This document will be approved by the Governing Body

10. Links and other policies

This document links to the following policies:

- [Accessibility plan and DDA](#)
- [2020 whole school risk assessment](#)