



*Elmley Dray
School*

Equality Information and Objectives Policy

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

Our school aims to promote respect for difference and diversity in accordance with our values.

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.

Roles and responsibilities

The governing board (PAT) 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/carers

- 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 head of school

The head of school will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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 (PAT) 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.

The school has a designated member of staff for monitoring equality issues; this is the head of school.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 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

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

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.

Equality objectives

Our equality objectives are also presented in a separate document and should be read and understood in conjunction with our Equality, Diversity and Inclusion Policy. All equality objectives will be reviewed at the end of each academic year to determine how far they have been met and what more, if anything, needs to be done to meet and consolidate these objectives. New objectives will be set as and when appropriate.

Objective	Actions
Analyse recruitment data and trends in regard to race, disability and any gender pay gap and report on this to the governing board (PAT).	Review current staff data and report. Create a strategy of inclusive recruitment and workplace diversity. Ensure blind hiring. Ensure diversity training. Broaden recruitment channels.
Reduce prejudicial bullying	Promote tolerance, understanding and friendship. Robust and detailed PSHE/RSE provision. Embed within the curriculum. Strong safeguarding procedures, including annual safeguarding and online safety training for learners, staff and governors (PAT). Provide opportunities for, and foster, restorative justice approaches. Challenge any inappropriate behaviours.
Promote fairness, equality and cultural understanding	Deliver cultural topics through lessons and PSHE. Embed within the curriculum. Inform learners of cultural events. Encourage participation and college events based around cultural events and dates of significance.
Improve staff awareness	Provide appropriate CPD opportunities. Provide training opportunities suited to employee's roles. Ensure safer recruitment and compliance when recruiting. Undertake many staff meetings and briefings where equality, inclusion and fairness are discussed. Provide all staff with access to all relevant, up to date policies, ensuring

	that they read and understand said policies.
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Monitoring arrangements

The head of school will update the equality information we publish at least every year.

This document will be reviewed by the head of school at least every four years.

This document will be approved by the Director/s.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality, Diversity and Inclusion Policy
- SEND Policy



Hayley Furnell, Director,
on behalf of Elmley Dray School
Dated: September 2024
Next review: September 2025