Equality Information Policy

Policy Owner	Assistant Headteacher for Inclusion
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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

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

Roles and responsibilities

The School Standards Committee 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 every year.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Ben Moses. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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 for equality is Assistant Headteacher for Inclusion. They will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor throughout the year 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.

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.

The school has a designated member of staff (safeguarding lead) 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.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse any data available showing how pupils with different characteristics are performing and to determine strengths and areas for improvement, implement actions in response and publish this information if necessary
- 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 all genders

Equality objectives

Objective 1: To ensure that the achievement of EAL pupils is at the same level or above that of their peers in school and those nationally.

Why we have chosen this objective: The proportion of EAL pupils is increasing at Heathcote, it is important that language does not become a barrier to the development of this group.

To achieve this objective we plan to: analyse EAL pupil data regularly as part of pupil progress, nominate an EAL leader within the school, carefully plan intervention for these pupils based on clear analysis of individual need, celebrate the languages in school through assemblies and displays.

Objective 2 : To raise the profile of disadvantaged pupils, reducing the attainment gap between them and their peers.

Why we have chosen this objective: The number of pupils who are disadvantaged is increasing at Heathcote School. The group attainment of these pupils is significantly lower than that of their peers.

To achieve this objective we plan to: analyse Pupil Premium and other indicator pupil data

regularly as part of pupil progress, nominate an EAL leader within the school, carefully plan intervention for these pupils based on clear analysis of individual need, increase the cultural capital of these pupils through exposure to a range of experiences.

Objective 3: To increase engagement of pupils with SEND

Why we have chosen this objective: Heathcote School has a significant number of pupils with additional need, some of who find it difficult to access education.

To achieve this objective we plan to: prioritise relationships and clear assessment of need, be flexible and adaptable in our teaching approached to support children to access learning, provide pupils with the skills and tools needed to develop independence and confidence in their own abilities, reducing their over-reliance on adults to manage their day-to-day experiences.

Monitoring arrangements

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

This document will be reviewed and approved by our School Standards Committee every year.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy