

Equality information and objectives

Southfield School

Southfield School Equality information and objectives



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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 body 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 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

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 are made aware of the requirements in this document as part of their induction.

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
- 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 activities)

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.
- Working with our local community. This includes inviting leaders of local faith groups to visit for specific activities relating to the curriculum, 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. We also work with pupils to promote knowledge and understanding of different cultures, through aspects of our topic based approach, RE and PSHE curriculum and school assemblies.

- 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: Support and develop diversity in the staffing profile.

Why we have chosen this objective: Increased diversity in our staff will improve outcomes for pupils by ensuring the staff reflect our pupils and the local community with regards to race, gender and disability and by modelling high aspirations for all groups and individuals. Greater diversity will also ensure that Southfield is able to attract and retain staff during a period when recruitment and retention is challenging due to national/international factors.

To achieve this objective, we plan to: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the resources and planning sub-committee of the governing body

Progress we are making towards this objective will be reported at the end of the academic year 2018 to 2019

Objective 2: Staff Wellbeing .

Why we have chosen this objective: To increase diversity in the staff team and investigate ways of improving staff wellbeing and reducing stress.

To achieve this objective, we plan to: 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.

Progress we are making towards this objective will be reported at the end of the academic year 2018 to 2019

Objective 4: Supporting increased diversity in the staff team

Why we have chosen this objective: Increased diversity in our staff will improve outcomes for pupils by ensuring the staff reflect our pupils and the local community with regards to race, gender and disability and by modelling high aspirations for all groups and individuals. Greater diversity will also ensure that Southfield is able to attract and retain staff during a period when recruitment and retention is challenging due to national/international factors.

To achieve this objective, we plan to: 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.

Progress we are making towards this objective will be reported at the end of the academic year 2018 to 2019

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Resources and Planning Committee at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment