

Equality information and objectives

Alver Valley Schools



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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 equality link governor will:

- Meet with the designated member of staff for equality (Executive Headteacher) every year, 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 Executive 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

Designated member of staff for equality: Executive Headteacher

The designated member of staff for equality will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Identify 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 September.

The school has a designated member of staff for monitoring equality issues (Executive Headteacher), 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 clubs)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing e.g. EAL, gender etc
- 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)

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, P4C, Personal Development, 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

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: A formal review of this data collected is yet to take place.

Progress we are making towards this objective: Review to be arranged with those with responsibility for recruitment, analyzing a range of appointments made 2019-2020 academic year with a focus on the above criteria. To be considered as an annual activity.

Objective 2: *Ensure reasonable adjustments continue to be made for all staff with disabilities or medical needs, to meet their needs better and ensure that any disadvantages they experience are addressed. Implement an annual review with staff with ongoing needs to ensure they feel their needs are met beyond staff requesting changes or review.*

Why we have chosen this objective: Currently staff disclose when they feel they need an adjustment. Moving forward a review would ensure that adjustments continue to be beneficial in supporting the employee and gives a formal check in point to ensure needs are being met.

Progress we are making towards this objective: Alongside School Business Manager, the EHT will identify staff who meet this criteria and plan regular annual meetings as a minimum to update their medical needs, support their operational and emotional needs and general situation. (Summer Term 2020 onwards)

Objective 3: *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: CPD to be arranged

Objective 4 Carry out a review of home learning to ensure no groups are disadvantaged. Identify and address any potential barriers such as lack of access to the internet or technology or other basic resources.

Why we have chosen this objective: This activity has not been carried out before and the current climate suggests this would be a useful activity to ensure no groups are disadvantaged both now and in the future in home learning activities.

To achieve this objective we plan to: Review the current position and gather information on entry to school. Monitor interaction in home learning and speak with families to identify reasons for lack of engagement to address any barriers. Consider use of alternatives to technology based learning and use of PP funding to support families if this would be appropriate.

9. Monitoring arrangements

The Alver Valley Schools governing body and school Equalities lead (EHT) will update the equality information we publish, at least every year.

This document will be reviewed by the SES (Single Equality Scheme) lead and reviewed by the governing body at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment